

WORK BOOK *for* GAY ADVENTURERS *by J. W. Woodhead*



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BOOK 5

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CANADIAN PARADE READERS

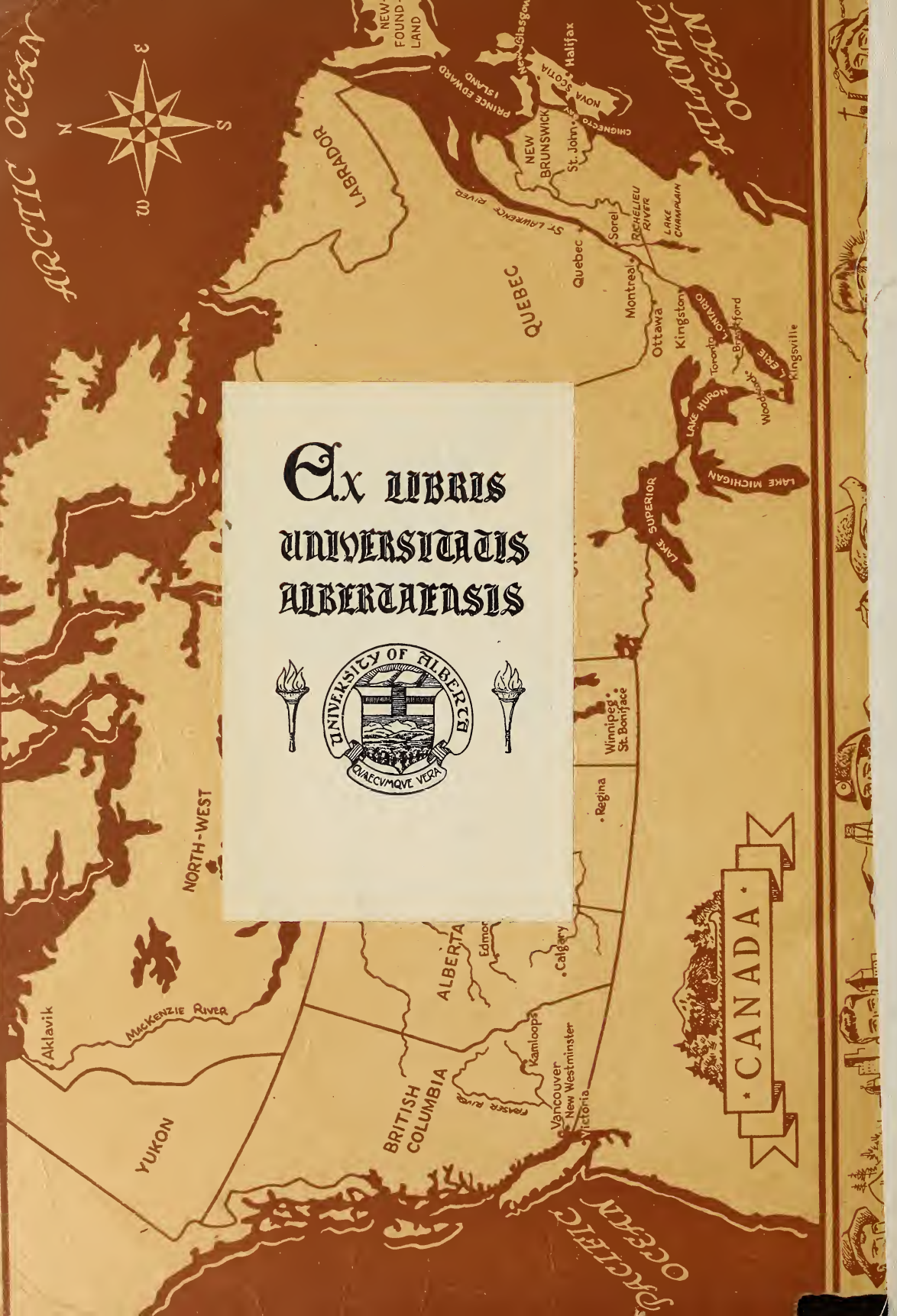
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CANADA



CANADIAN PARADE READERS

WORK BOOK

TO ACCOMPANY

Gay Adventurers

General Editor: DONALDA DICKIE



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J. M. DENT & SONS (CANADA) LIMITED

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SOMETHING ABOUT ME

I am years old. My birthday is

I live at

My Hobby is

I am also interested in

Outside of School I take lessons in

When I grow up I think I should like to

Snapshot



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FOREWORD

This work-book accompanies *Gay Adventurers*, the FIFTH READER of the CANADIAN PARADE READERS and forms an integral part of the year's reading programme. It does not replace actual discussion of the selections contained in the reader. It should and can not. It does, however, supplement this class discussion by providing a variety of exercises designed to give the individual pupil practice in certain definite reading skills. As is the case with all work-books of this type, the greatest value to be derived from its use is obtained from the pupils' discussion of their answers. They should be expected to justify these answers, usually by reference to the text. It is not enough to assign exercises and mark answers right or wrong.

Three short tests, similar in type and approximately equal in difficulty are included. They will serve to give some indication of the pupil's silent reading progress. They include questions on central meaning, specific detail, vocabulary, inference, and reference of pronouns.

There are a few exercises on rhyme and rhythm and on the use of dictionary and encyclopedia. The exercises are in many different forms, but throughout the book emphasis has been placed on close observation and thoughtful interpretation and inference.

HOW TO USE THE WORK-BOOK

Each teacher will develop his own method of using the work-book. Many teachers have found, however, that it is best to keep the books as a class group in such a way that they may easily be distributed and that an individual pupil may quickly obtain and return his own copy. Test exercises contained in the book are of more value if the books are not kept by pupils in their own desks.

Careful and immediate marking of each exercise is essential. This checking may often be marking by the pupils themselves during class discussion of the exercise. Close supervision by the teacher is necessary, however, to ensure satisfactory evaluation of answers and neatness of work.

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|--|---|

CANADA



Read these four paragraphs and find out what each one is about.

(1) Ages and ages ago, before men of any race knew the land we now call Canada, great beasts roamed its swamps and woods. Many of these creatures, like the great dinosaurs, were so large they would have made the elephant look very small indeed. None of these enormous animals live on the earth now.

(2) At one time no white men lived in our country. Before they came, the people who inhabited Canada were Eskimos and Indians. The Eskimos of the Far North boldly hunted the walrus and caught fish through holes in the ice. From the shores of the Atlantic to the slopes of the Pacific many different tribes of Indians hunted the buffalo and the cariboo, and travelled the great rivers and lakes of the land in their graceful birch-bark canoes.

(3) The first white visitors to our land came from Iceland and Greenland. These were vikings, bold sailors who braved the stormy northern seas in their small ships. Much later Columbus discovered America, and soon after this discovery John Cabot landed on the shores of Canada.

(4) English and French people began to come to Canada for fish and to trade with the Indians. Some came to grow rich buying furs; others came to farm the land; still others found that Canada had great wealth to be dug from the ground. Land was cleared, small settlements and then large cities grew up, and now Canada is a nation, an important member of the United Nations.

A. Four of these titles fit the four paragraphs. Underline these four titles and write the numbers of the paragraphs in the brackets in front of them.

(.....) The Vikings in Canada.

(.....) English and French people in the Canada of today.

(.....) The early inhabitants of our country.

(.....) Before men lived in Canada.

(.....) Columbus reaches America.

(.....) Early visitors to Canada.

(.....) How Eskimos and Indians hunted.

B. Which of the four paragraphs is not illustrated in the picture at the top of the page?

Paragraph No.....

C. Arrange this list of words in alphabetical order on the lines, and in the brackets write the number of the correct meaning of each word.

enormous, inhabit, creature, kayak, viking,
roam, discover, dinosaur, discovery, arctic.

- | | |
|------------------|--------------------------------------|
| 1. (.....) | 1. the act of finding something |
| 2. (.....) | 2. to wander through |
| 3. (.....) | 3. very, very large |
| 4. (.....) | 4. a Scandinavian pirate of long ago |
| 5. (.....) | 5. an extinct reptile |
| 6. (.....) | 6. a living person or animal |
| 7. (.....) | 7. an Eskimo skin canoe |
| 8. (.....) | 8. near the North Pole |
| 9. (.....) | 9. to see for the first time |
| 10. (.....) | 10. to live in. |

READING TEST No. 1

- I. It was our last day at our summer camp. For two months we had practically lived outdoors, and now we were to return to our home in the city to prepare for school again. Jean and I got up early to have our last swim before we gathered our things together and helped Mother to pack our suitcases and bags. How we hated to leave! The sun seemed to shine and the water seemed to sparkle more brightly than ever, and never had the smooth sandy beach felt pleasanter to our bare feet than it did as we splashed our way out of the water for the last time.
- A. This selection is chiefly about:
1. Our summer camp
 2. Packing up to go home
 3. Two months at our camp
 4. Our last morning at camp.
- B. You *prepare* to do something when:
1. you have started to do it
 2. you get ready to do it
 3. you do it even though you do not wish to
 4. you want to do it.
- C. This paragraph probably tells about a day in:
1. March
 2. June
 3. November
 4. August.
- D. Jean and her brother:
1. helped their mother pack the suitcases before they went for a swim
 2. gathered their things together before they went for a swim
 3. helped their mother pack the suitcases before they gathered their things together
 4. went for a swim before they helped with the suitcases.
- E. To whom does the underlined word *we* refer?
-
- F. Write the first two words of the sentence which tells how delightful that last trip to the beach was.
-
- II. In 1931 the owner of a mining claim near Beardmore, Ontario, unearthed some interesting relics. These were a sword, a battle-ax, part of a shield, and pieces of rusty armor. These articles are unlike anything used either by the Indians or by the English and French settlers in Canada. They have been examined by men who have made a study of ancient Viking life. These experts say that, without doubt, the fighting equipment found on this Ontario mining claim is the kind used by these Norse pirates of a thousand years ago.

- A. This selection is chiefly about:
1. A mining claim in Ontario
 2. Ancient fighting equipment found near Beardmore
 3. The Vikings of long ago
 4. Experts who have made a study of Viking life.
- B. *Relics* are always
1. things left over from long ago
 2. ancient weapons
 3. things dug up from the ground
 4. Viking fighting equipment.
- C. This selection makes us think that:
1. the land now known as Ontario was visited by Vikings
 2. Vikings live near Beardmore, Ontario
 3. the owner of the mining claim knew a great deal about the Vikings
 4. Vikings lived in Ontario long before the English, the French or the Indians.
- D. The people who have told us what these relics are, are:
1. French and English settlers in Canada
 2. Indians
 3. Vikings
 4. experts on Viking life.
- E. Who are *these experts*?
- F. Write two words from the story meaning *the Vikings*.

A GLINT OF YELLOW

A. Write good sentences to answer these questions.

1. On page 5 one of the paragraphs begins with the sentence *The boy advanced upon the window almost fearfully*. Why do you think Moti was almost afraid to go up to the window?

.....

.....

2. Why did Moti think that Juman should not have brought his baby brother on that particular day? (Read page 6).

.....

.....

3. Why did Moti think that no tiger would be caught in the Englishman's trap? (Read page 7).

.....

.....

4. When and how did Moti show great bravery?

.....

.....

5. Near the end of the story is the sentence "*What are you going to buy?*" Sukur asked *hopefully*. Why did Sukur speak *hopefully*?

.....

.....

B. On page 11 is a paragraph beginning with the sentence *Could he reach the cage in time?* From this paragraph write:

- | | |
|---|-------|
| 1. a word rhyming with <i>length</i> and meaning <i>power</i> | ..... |
| 2. a word rhyming with <i>flighty</i> and meaning <i>powerful</i> | ..... |
| 3. a word rhyming with <i>clay</i> and meaning <i>victim</i> | ..... |
| 4. a word rhyming with <i>past</i> and meaning <i>threw</i> | ..... |
| 5. a word rhyming with <i>date</i> and meaning <i>door</i> | ..... |

C. Write a sentence from page 11 which is illustrated by the picture on page 9.

.....

.....

D. Perhaps you could write a different title for this story, giving a clear idea of what the story is about. Write a new title of not more than four words.

.....

E. One sentence in each of these sets of three differs from the other two in meaning. Underline this different one in each set.

1. (a) When the vehicle began to pull away, the baby began to scream at the top of his voice.
(b) The baby started to scream as loud as he could when the truck started to move off.
(c) When the truck had pulled away, the baby began to scream at the top of his voice.
2. (a) Juman's brother shouted so very loudly that the people in the village could most certainly hear him.
(b) Juman's brother shouted so loudly that he was perhaps heard even in the village.
(c) The shouting of Juman's brother was so loud that even people in the village may have heard him.
3. (a) The tiger's claws all but touched the garment of the boy.
(b) The tiger's claws almost touched the boy's clothing.
(c) The tiger's claws all touched the garment of the boy.
4. (a) "Thank you, Bara Sahib," said the boy, and at once turned upon his heel and left the plantation.
(b) The boy thanked the Englishman and then immediately turned about and left the plantation.
(c) "Thank you, Bara Sahib," said the boy as soon as he had turned upon his heel and left the plantation.
5. (a) The boys stopped to listen to what the men were saying.
(b) The boys halted so that they might listen to the men's conversation.
(c) The boys stopped when they heard what the men were saying.

LONG AND SHORT VOWELS

Say the words *cap* and *cape*. *Cap* is pronounced kăp. *Cape* is pronounced kâp. Some dictionaries use a little curved mark (˘) to show the short sound of a vowel. A little straight line over a vowel shows that it has the long sound.

Say these words and notice which have the short sounds and which have the long sounds of the vowels.

bat, bate; fat, fate; cot, coat;
bed, bead; hid, hide; cub, cube.


In each frame below are two words spelled so as to show how to pronounce them. There is also a drawing which suggests one of the words. Write this word on the line, correctly spelled. Do not write the other word. Draw a ring around the correct pronunciation. The first one is done for you.

kăn kân



can


kۆt kōt




rěd rēd




klۆk klōk




fϊt fīt




mϊs mīs




tăm tām



răn rān




răk rāk




hěd hēd



băt bāt



bět bēt



YOUNG SNOOKY

- A.
1. Write a group of words from page 26 meaning—*had taught him to pull a sled*.
.....
 2. Write a word from page 27 meaning—*went a round-about way*.
.....
 3. Write a word from page 27 meaning—*a warm, gentle breeze*.
.....
 4. Write a word from page 30 meaning—*a person new at a job and not very good at it*.
.....
 5. The driver's command to the dogs sounds like *Marsh*. Write this word correctly spelled. (Page 31).
.....
 6. Write a word from page 32 which is pronounced *kasht* and means *hidden away*.
.....
 7. Write a word from page 32 meaning *skins* or *furs*.
.....

- B. Underline what you think is the correct answer to this question, and on the lines below tell why you think so.

Did Bobby disobey his father when he went with Snooky to find Joe?

YES

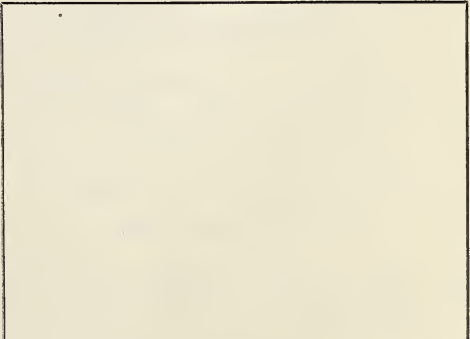
NO

Reason:

.....

- C. Certain words taken from the story are *italicised* in the following sentences. Underline the meanings which fit the words as used in these sentences.

1. Bobby opened the *grub* sack. *Grub*: to dig in the earth; to provide with food; the larva of an insect; food; to drudge or toil.
2. The dogs got the *traces* crossed. *Trace*: to sketch or draw by means of lines; to look for and follow; a mark or sign; a small quantity; a side strap connecting an animal's harness and the vehicle drawn along.

3. Joe tried to *pound* the circulation back into his feet. *Pound*: a weight of 16 ounces; an English coin worth between \$4 and \$5; a place for keeping stray animals; to strike or beat.
4. Bobby ran to a bit of *scrub* at the foot of the hill. *Scrub*: to rub hard; to clean by rubbing; a small tree; ground covered with stunted trees and shrubs; a small stunted fruit or animal.
5. He gave each dog his *share*. *Share*: the part of anything that one individual should have; to divide up; the blade of a plow; to possess in common.
6. Bob *raced* off with the dogs to the edge of the lake. *Race*: a competition in speed; a swift current of water; to run swiftly; one of the great divisions of mankind.
- D. The picture on page 28 of your reader refers to one of these sentences. Underline the correct one.
1. The sentence on page 29 beginning *He raced away to the cabin.*
 2. The sentence on page 29 beginning *An hour's steady going.*
 3. The sentence on page 28 beginning *Without thought of coat.*
 4. The sentence on page 30 beginning *"Well", said Bobby.*
- E. Write a sentence from page 29 which is illustrated by the picture on page 26.
-
-
- F. The picture on page 28 shows that the wind has been driving the snow in a certain direction. If you think Bobby and Snooky are travelling *with* the wind, draw a picture of Snooky in the square. If you think they are going *against* the wind, draw a picture of a pair of snowshoes.
- 

A WORD GAME

A. Put the letter *C* in front of the word *APE* and we get a new word *CAPE*.

Find two words to fit each of the following pairs of definitions and write them on the lines. The second word in each case is made by putting *C* in front of the first word. The first pair is done for you.

- | | |
|--|-------------------|
| 1. Make a tailless animal like a monkey | (a).....APE..... |
| into a sleeveless coat hanging loosely from the shoulders. | (b).....CAPE..... |
| 2. Make a long line of people or things | (a)..... |
| into a black bird with a harsh voice. | (b)..... |
| 3. Make something used to fasten a door or drawer | (a)..... |
| into an instrument to tell what time it is. | (b)..... |
| 4. Make a large stone | (a)..... |
| into a vessel to hold liquids, vegetables, cookies, etc. | (b)..... |
| 5. Make the opposite of <i>young</i> | (a)..... |
| into the opposite of <i>hot</i> | (b)..... |
| 6. Make what is left after burning coal or wood | (a)..... |
| into money. | (b)..... |
| 7. Make the opposite of <i>youth</i> | (a)..... |
| into a container made of bars often used to hold a bird. | (b)..... |
| 8. Make a rule we must obey | (a)..... |
| into the sharp toe-nail of a bird or animal. | (b)..... |
| 9. Change a head covering | (a)..... |
| into a friendly little talk. | (b)..... |
| 10. Change a sound made with the mouth closed | (a)..... |
| into a pal or friend. | (b)..... |
| 11. Change a little mountain | (a)..... |
| into a feeling of cold. | (b)..... |

B. Can you think of other pairs of words like these, one not commencing with *C* and the other made from it by putting *C* in front of it? Write six more pairs.

- | | |
|----------------------|----------------------|
| 1. (a)..... (b)..... | 4. (a)..... (b)..... |
| 2. (a)..... (b)..... | 5. (a)..... (b)..... |
| 3. (a)..... (b)..... | 6. (a)..... (b)..... |

BIG FOOT

- A. Six of the headings below suit the first six paragraphs of the story. Write the numbers 1 to 6 in front of the correct headings. Two of the headings will not be marked.

- (.....) The rabbit's spring color.
- (.....) Big-foot hears the coyotes, but does not run.
- (.....) The coming of spring.
- (.....) Big-foot squats on the earth chuckling and listening.
- (.....) The rabbit was very tired of winter.
- (.....) The rabbit's big feet.
- (.....) The coyotes discover Big-foot.
- (.....) Why Big-foot liked to stay near home.

- B. Write these words at the left in alphabetical order.

2. Place the number of the correct meaning in front of each word. (The first one is done for you.)

betray
venture
conspicuous

herbage
pursuer
ornament

surface
expedition

mesa
imitate

- | | | |
|---------------|--------------|--------------------------------|
| (..3..) | betray | 1. the outside of anything |
| (.....) | | 2. dare, take a risk |
| (.....) | | 3. show, reveal |
| (.....) | | 4. one who chases after others |
| (.....) | | 5. small, high plateau |
| (.....) | | 6. very easily seen |
| (.....) | | 7. decoration |
| (.....) | | 8. journey |
| (.....) | | 9. grass; green leaves |
| (.....) | | 10. follow the example of |

C. Write the first three words of the following paragraphs from the latter part of the story.

1. A paragraph telling how the coyotes stopped chasing the rabbit.

.....

2. A paragraph explaining why the rabbit was safe on the white plain.

.....

3. A paragraph telling what the rabbit's home was like.

.....

D. On page 40 is the sentence "*It was like magic.*"

What was like magic?

.....

.....

E. 1. On page 40 there are two sentences telling that evening was approaching. Write the shorter of the two.

.....

.....

2. Write a sentence from page 41 which tells that night was falling.

.....

.....

3. Write a sentence from page 42 telling just how the mountain Indians imitated the foot of the rabbit.

.....

.....

.....

WORD MEANINGS

Underline the best answer:

<p>1. If a thing is enormous, huge, or gigantic, it is (a) heavy (b) costly (c) very large (d) very hard</p>	<p>9. If something is completed, ended or finished, it is (a) all done (b) successful (c) well done (d) satisfactory</p>
<p>2. If a person is fatigued, weary, or exhausted, he is (a) very old (b) very tired (c) very angry (d) very thirsty</p>	<p>10. If a thing increases, gains, or develops, it (a) decreases (b) becomes ungainly (c) grows bigger (d) grows too big</p>
<p>3. A wicked, sinful, guilty person does (a) impossible things (b) wrong things (c) difficult things (d) wise things</p>	<p>11. If a thing is unlimited, limitless, or boundless, it is (a) very costly (b) very large (c) very small (d) very heavy</p>
<p>4. An honest, sincere, honorable boy always (a) helps others (b) tells the truth (c) keeps healthy (d) smiles</p>	<p>12. A grief-stricken, mournful, downcast person would possibly be (a) chatting (b) laughing (c) singing (d) weeping</p>
<p>5. If you are wrestling, scuffling or tussling, you are (a) playing (b) resting (c) struggling (d) working</p>	<p>13. If you make an observation, a remark, or a comment, you (a) hear something (b) believe something (c) say something (d) see something</p>
<p>6. If you are elevating, hoisting, or rearing something, you are (a) carrying it (b) raising it (c) pulling it (d) pushing it</p>	<p>14. If something is silent, quiet, or still, it is (a) quite (b) noiseless (c) noisome (d) noisy</p>
<p>7. A feeling of mirth, glee, or gaiety is one which gives you (a) delight (b) knowledge (c) good luck (d) kindness</p>	<p>15. A civil, courteous, cultured person acts (a) quickly (b) queerly (c) politely (d) prudently</p>
<p>8. A stern, strict, or severe person often acts (a) hastily (b) quickly (c) thoughtlessly (d) harshly</p>	<p>16. If you are unwilling, loath, or disinclined to do a thing, you will do it (a) gladly (b) reluctantly (c) eagerly (d) quickly</p>

CHAPTER ONE — REVIEW

A. On the lines write the titles of the stories and poems described.

1. A story in which a boy bravely saves a baby from death.
2. A poem about a ship-wrecked man.
3. A play in which a family goes to market.
4. A poem in which someone wishes to go to sea.
5. A poem about a very attractive, but very wicked man.
6. A story about an animal who was able to laugh at his enemies.
7. A story about a boy and his dog.
8. A poem in which a boy imagines many wonderful things.

B. Read quickly through the pages mentioned and fill in the blanks.

1. (Page x) The first white people to come to Canada were the
2. (Page 3) Three kinds of boats mentioned in this poem are
.....,, and a
3. (Page 11) No one heard Moti's screams for help, because
.....
4. (Page 21) Tito's family took the following things to sell at the fair:
.....,
....., and

CANADA'S FIRST SETTLERS

A. In what ways are trees like the following people and animals? Write one good sentence about each.

1. Our pioneer forefathers
2. Good parents
3. Hibernating animals

B. 1. In which season of the year do the trees show their richest colors? (Underline the best answer.)

Spring

Summer

Autumn

Winter

2. Opposite the color names below write the names of the trees and bushes which show these colors in the fall.

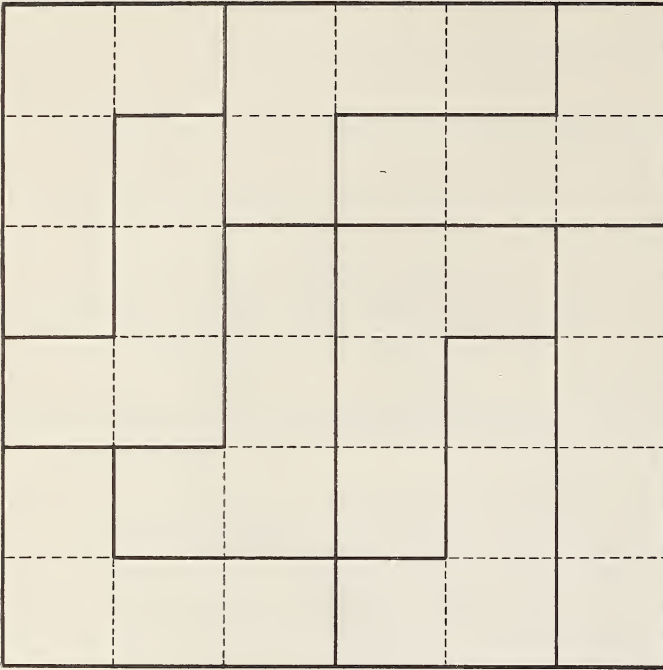
- (a) scarlet
- (b) crimson
- (c) purple
- (d) varied greens
- (e) gold
- (f) bronze

C. The leaf factories of the trees produce plant food for the growth of the tree.

1. What provides the power to run the factory?
2. Name two ways in which food material *enters* the tree to be made into prepared food.
 - (a)
 - (b)
3. What is there in the leaves which helps to make the food material which enters the tree into true plant food to make the tree grow?
.....
4. Which are the busiest seasons of the year for the plant-food factories of the leaves? (Underline)
Spring Summer Autumn Winter
5. Why do you suppose the leaves of the evergreens prepare more plant food in summer than in winter?
.....
.....

D. Give two ways in which the tree protects its buds during the winter.
.....
.....

MAKING A JIG-SAW PUZZLE



Take a piece of heavy paper or light cardboard and draw on it a square like this one, six inches wide. Mark off each side of the square in inches and draw light lines across. Now make some of the lines heavier as in this square. Cut along the heavy lines. You now have a number of pieces of paper or cardboard. Mix them all up. Now, can you fit them together again to make a square? Keep the pieces safely in an envelope and see how quickly your friends can do your jig-saw puzzle.

Answer these questions:

1. How many light lines did you draw across the big square?
2. How many little squares did these lines divide the big square into?
3. How many pieces of paper or cardboard are there in your puzzle?
4. How many of the pieces have the shape of the letter L?
5. How many small squares are there in each of the L-shaped pieces?
6. How many small squares are in the straight piece?
7. Name three things you used besides the paper or cardboard to make this puzzle?
.....

(Learn how to spell these names)

(Perhaps you would like to make other puzzles harder than this one. Perhaps a little brother or friend would like to try an easier one if you made one for him.)

FOREST DAY

- A. The headings given below fit the first seven paragraphs of the story. Write the number of the proper paragraph in front of each heading.

(.....) The ground was bare of flowers and ferns.

(.....) The children set to work.

(.....) Fire had left most of the mountain barren and desolate.

(.....) The soil would be saved and new soil would form to grow things again.

(.....) The children set out to the forest.

(.....) The children made it possible for the mountain to become green once more.

(.....) The shrubs planted by the children would become tall, useful trees.

- B. Complete these sentences to tell *why*.

1. The children felt that they were "just in the nick of time" because

.....
.....

2. The fathers and mothers went to the forest to

.....

3. The fathers and mothers stayed in the forest to

.....

- C. On the lines write the names of *two* of each of the following:

1. Implements or tools used by the children.

1. 2.

2. Trees that would grow as a result of the children's planting.

1. 2.

3. Flowers that used to grow on the floor of the forest.

1. 2.

4. Groups of people who acted as instructors.

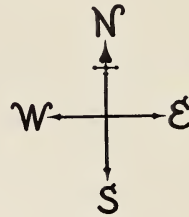
1. 2.

D. Write words from the last paragraph, meaning:

1. the people born in the same period.
2. barren, gloomy, forlorn.
3. what is handed on to people by their forefathers.
4. something to remind us of a person or an event.

E. Suppose you are facing north as you look at the house in the picture on page 54. From which direction do you suppose the winds usually blow

(Underline) N S E W



What makes you think so?

.....

.....

F. The floor of the mountain forest had at one time been covered with beautiful low-growing flowers and plants such as silver moss, twin-flower creepers, ferns, star-flowers, and wood sorrel. On page 55 you can find where these flowers and plants grew. Write their names on the proper lines.

1. On the rocks
2. In little patches of soil between stones
3. In damp hollows

MAKING OPPOSITES

The syllables *un* and *in* placed before words make new words of opposite meaning. Write the opposites of these words by prefixing *un* or *in*. If you do not know which prefix to use, consult your dictionary.

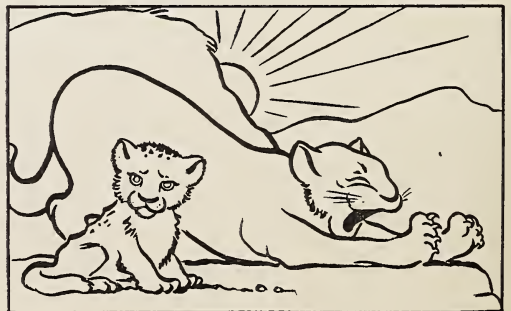
able	sincere
sufficient	grateful
correct	safe
worthy	formal
wise	ability
human	willing
painted	trustworthy
lawful	comfortable

Use one of the words you have made to fill correctly each blank in these sentences.

1. Bert was to do the first problem.
2. I am afraid your answer is
3. Jim is not a thoughtful boy. He often seems to help his mother.
4. Do not walk on this bridge. It is
5. The enemy was guilty of cruelty.
6. It is to lend money to an person.
7. Cassim was killed because of his to remember the magic words "Open Sesame".
8. It is to steal.

THE COUGAR CUB

- A. From the second paragraph write words with the following meanings:
- | | |
|--------------------|--------------------------------------|
| 1. permitted | 2. danger |
| 3. reduced | 4. regular way of doing things |
- B. Write two words from page 60 showing the difference between the way in which the mother cougar and her cub moved when Bill first caught sight of them.
-
- C. Suppose it was a Tuesday morning when Bill first caught sight of the cougar. Tell as exactly as you can when the mother carried off her cub from the cabin.
-
- D. Write a short sentence from page 63 which tells us that Billy felt afraid.
-
- E. 1. What other name is used for the cougar?
2. Write two words used to name the small house where Billy lived.
-
- F. How does a mother cougar carry her cubs? (Write a good sentence.)
-
-
- G. What difference was there between the color of the mother cougar and that of her cub?
-
- H. Name three things Billy took with him when he went to get the cub.
-
- I. Write a sentence from page 60 which is illustrated by this picture.
-
-



VOWEL SOUNDS

The little words at the bottom of this page are marked to show how the vowels are sounded. Use these words to find out how to pronounce the two words printed at the left beside each number. Then copy these spellings on the lines in front of the correct meanings, and then, on the lines to the right, write the words correctly spelled in their ordinary form. The first one is done for you.

1. wăks, wāks	.....wāks.....	stops sleeping	.....wakes.....
	.....wăks.....	hard yellow substance made by bees	.....wax.....
2. hīt, hīť	.....	how far up a thing is	.....
	.....	strike	.....
3. tūb, tŭb	.....	long pipe of glass, metal or rubber	.....
	.....	round wooden container for washing	.....
4. fēl, fēl	.....	tumbled down	.....
	.....	touch, be aware of	.....
5. hōp, hŏp	.....	jump or spring on one foot	.....
	.....	wish and expect	.....
6. lŭk, lùk	.....	see, try to see	.....
	.....	fortune, chance	.....
7. pŭl, pùl	.....	small pond	.....
	.....	drag, tug at	.....
8. skŭl, skül	.....	the bony framework of the head	.....
	.....	place for teaching and learning	.....
9. stēm, stēm	.....	part of plant which supports leaves	.....
	.....	water in the form of gas or vapor	.....
10. plŭm, plŭm	.....	fruit with a stone or pit inside	.....
	.....	long feather	.....

cat (kăt), cage (kāj), met (měť), meat (mět), mill (mĭl), mile (mīl), top (tŏp), soap (sŏp), cut (kŭť), full (fŭl), rule (rŭl), use (ŭz).

THE TURNIP HOEING MATCH

- A. There are many mistakes in the following paragraph according to the story in your reader. One of them is pointed out for you. Explain four more of the mistakes.

Just before supper one day the farmhand Perkins challenged Tim Haley to a turnip hoeing match. Tim's friend, Webster, advised him how to proceed. At first Perkins was ahead, but soon Tim passed him and then kept ahead to the end. When the match was over, Perkins good-naturedly congratulated Tim on his victory.

1. *The match took place after supper, not before supper.*

2.

.....

3.

.....

4.

.....

5.

.....

- B. Write the following words from page 80.

1. A word rhyming with *mile* and meaning *manner* or *fashion*.

2. A word rhyming with *bead* and meaning *rapid movement*.

3. A word rhyming with *course* and meaning *place from which something comes*.

4. A word rhyming with *length* and meaning *power*.

5. A word rhyming with *her* and meaning a *sharp, pricking point*.

- C. Write the names of three characters from this story after the proper descriptions.

1. plucky, steady

2. hot-tempered

3. calm, helpful

- D. On pages 77 and 78 are two expressions beginning with the word *like*, comparing Tim and his speed to two very fast moving things. Write these two expressions.

like like

WHAT DOES THE AUTHOR MEAN?

Choose, from those printed at the right, one sentence which means the same as one of the left hand ones and write its numbers on the line in front of the correct left hand sentence. Three of the right hand sentences will not be used.

(.....) She stood motionless, holding her head high.

(.....) He stood there full of expectancy.

(.....) He saw his mother shrink together.

(.....) His mother grew calm again.

(.....) The boundless power of the hot sunlight was beaming upon him.

(.....) He was as though bewitched.

(.....) He was beside himself with pleasure.

(.....) He stared around, dazed and bewildered.

(.....) They strolled contentedly side by side.

(.....) He suddenly felt as if he were rooted to the ground.

(.....) It stood remarkably erect.

(.....) He stood staring fixedly at it.

(.....) His mother was in the lead.

1. His mother once more grew quiet.

2. There he stood, feeling quite sure that something was about to happen.

3. It seemed as though a spell had been cast over him.

4. With her head up, she stood still, making not a single move.

5. He was so pleased he hardly knew what to do.

6. He looked all about him, puzzled and confused.

7. All at once he felt that he could not move from the spot.

8. As he looked, his mother seemed to draw herself into a smaller and smaller space.

9. It stood very, very still.

10. The hot sun was shining very brightly upon him.

11. He stood still, looking at his mother.

12. It stood unusually straight up.

13. His mother was ahead.

14. They walked along beside each other in a leisurely manner.

15. He stood looking at it without once taking his eyes off it.

16. He began to feel exceedingly happy.

THE WONDERFUL CORNFIELD

- A. 1. The people of Paracutin sang a great deal. Which of the first five paragraphs tells us so?

Paragraph number

2. Write the sentence from the paragraph you have just chosen which tells us that the songs were beautiful.

.....

.....

.....

- B. What three things showed that Tomas was the poorest man in Paracutin?

1.
2.
3.

- C. 1. On page 88 is a paragraph beginning *Tomas spent*. In this paragraph there are eleven two-syllable words. Write these words on the lines below.

(a) (b) (c)

(d) (e) (f)

(g) (h) (i)

(j) (k)

2. Two of these words are made by putting two shorter words together. Write these words and the short words from which they are made.

(a)

(b)

D. This story divides itself into three parts. Headings for these three parts are printed below at the right. At the left are a number of sentences which tell the story very simply. Write the numbers of these sentences in the brackets under the proper headings at the right. The first one is done for you.

1. One day strange things happened.

A. Tomas Pichalco, the poor farmer, before coming of the volcano.

(.2..)

2. For years Tomas Pichalco was the poorest farmer in Paracutin, but very happy with his wife and children and very proud of his stony cornfield.

(.....)

3. The donkey refused to go to the cornfield.

B. The breaking out of the volcano in Tomas' field.

(.....)

4. Great clouds of smoke, steam and flames rose from Tomas' field.

(.....)

5. He would not exchange his poor field for any other.

(.....)

6. Tomas' field began to grow very hot.

(.....)

7. Tomas is now rich and famous and many visitors come to see his wonderful cornfield.

(.....)

8. Tomas and all the people of the village fled from the new volcano.

C. After the coming of the volcano.

(.....)

E. The artist who drew the picture on page 89 had in mind a sentence from page 91. Write this sentence.

.....

.....

.....



CHAPTER TWO — A PICTURE REVIEW

A. Find sentences or lines of poetry on the pages mentioned which are illustrated by these drawings.

1. (Page 49)

.....

.....

.....

2. (Page 52)

.....

.....

.....

3. (Page 54)

.....

.....

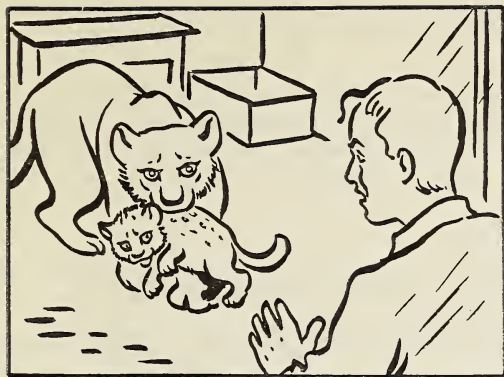
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4. (Page 58)

.....

.....

.....



5. (Page 63)

.....

.....

.....

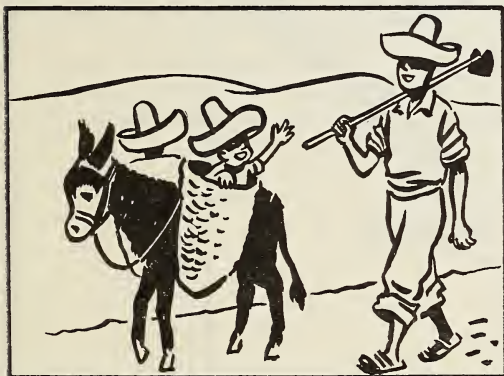


6. (Page 80)

.....

.....

.....



7. (Page 86)

.....

.....

.....



8. (Page 90)

.....

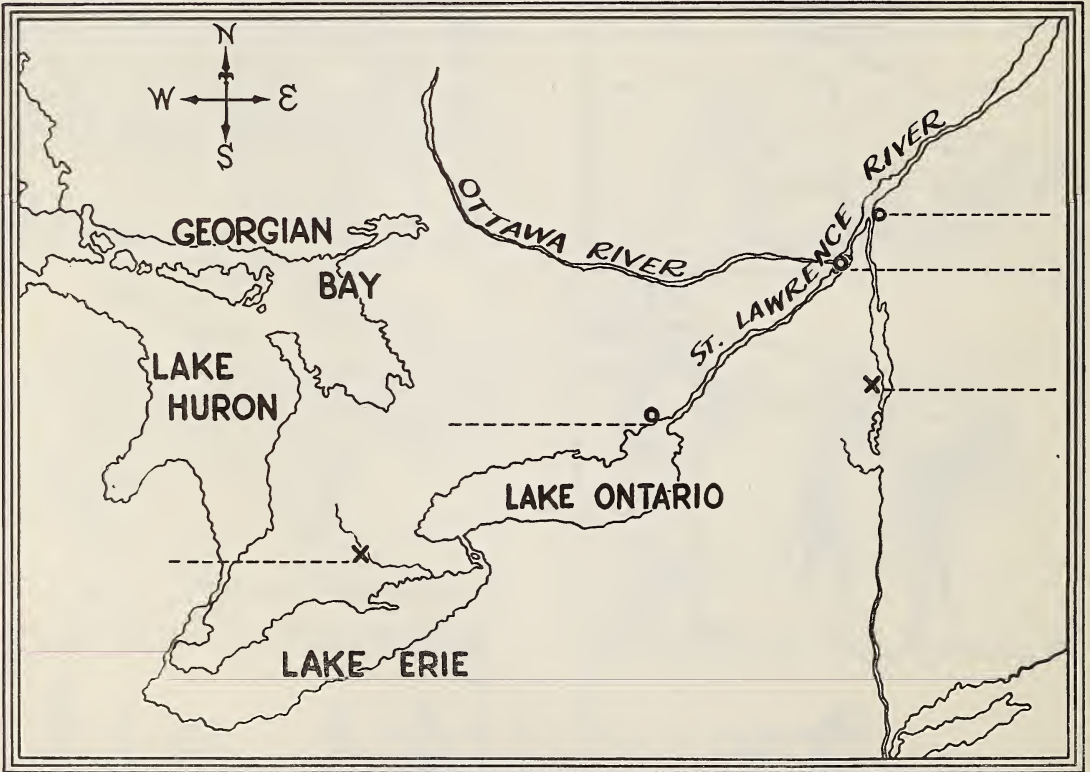
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.....

KIDNAPPED

- A. The map below shows the Richelieu River, the St. Lawrence, and the Grand River. It shows also three towns, Sorel, Montreal and Kingston. These places are marked by little circles. There are also two crosses on the map showing Mr. Stringer's old farm in what is now the United States, and his new farm in Canada.

1. By the side of the rivers print their names.
2. On the lines near each little circle print the name of the town it stands for.
3. On the lines near the two crosses print the words "old" and "new" to show which was the farm the Stringers left and which was the one they went to.
4. Make a mark like this (X) where you think the Indian Camp was when Tom Martin saw little Ann.



- B. Why was the journey from Mr. Stringer's old farm to Sorel easier for the boatmen than that from Sorel to Kingston?

.....

.....

- C. Between Montreal and Kingston many rapids made the journey very difficult. Some rapids presented more difficulty than others. Tell how the boat was dragged up the less difficult ones.

.....

.....

- D. Write the first three words of the following paragraphs:

1. (Page 104) A paragraph telling of the preparations made by the Stringers for their journey to Canada.

.....

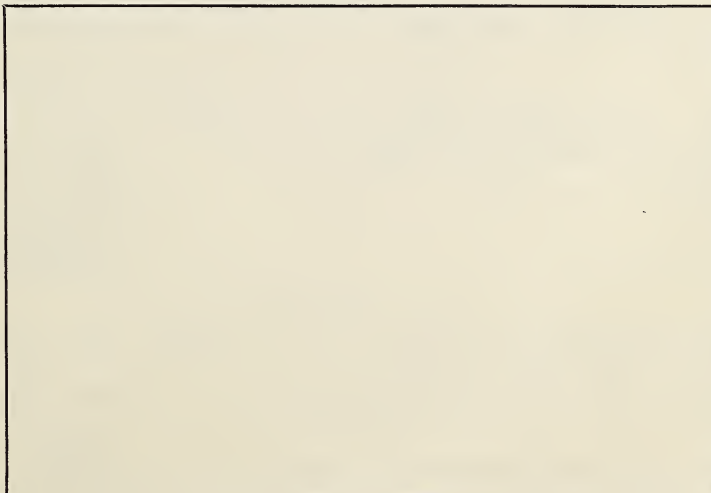
2. A paragraph explaining how the bateau, with its load, made its way up the rapids.

.....

3. (Page 106) A paragraph describing the discomforts of the bateau trip from Sorel to Kingston.

.....

- E. A sentence on page 104 tells when the Stringers left their old home, and one on page 106 tells when they reached their new farm. If you think they were on their way about three months, draw a rifle in the space below; if you think they took about four months, draw a canoe (with Tom, Mr. Stringer, and Ann in it, if you can); if you think it took them about six months, draw an Indian wigwam.



DICTIONARY MEANINGS

Your dictionary gives many different meanings for the same word. You must be able to choose the meaning which makes sense in the sentence.

Choose the correct meaning of each of the italicised words in the following sentences and write its number in the space following the sentence.

- | | |
|--|--|
| <p>A. 1. Lieutenant Harvey was promoted to the <i>rank</i> of captain. (.....)</p> <p>2. Private Smith was the second man in the front <i>rank</i>. (.....)</p> | <p>rank: 1. a line of men placed side by side</p> <p>2. grade, station, class</p> <p>3. growing strongly, coarse</p> |
| <p>B. 1. The doctor made his patient <i>fast</i> for two days. (.....)</p> <p>2. The sailor made the boat <i>fast</i> with a strong rope. (.....)</p> | <p>fast: 1. quick, quickly</p> <p>2. go without food</p> <p>3. firmly fixed</p> |
| <p>C. 1. Can you <i>draw</i> a horse so that I can tell what it is? (.....)</p> <p>2. <i>Draw</i> your chair nearer to the table. (.....)</p> | <p>draw: 1. pull, drag</p> <p>2. attract</p> <p>3. make a picture or likeness</p> |
| <p>D. 1. Mr. Smith calls the class <i>roll</i> every morning. (.....)</p> <p>2. We had <i>rolls</i> and butter. (.....)</p> <p>3. The ship <i>rolled</i> badly in the storm. (.....)</p> | <p>roll: 1. move with a side-to-side motion</p> <p>2. a kind of bread</p> <p>3. move on wheels</p> <p>4. a list of names</p> |
| <p>E. 1. Bert made a <i>mark</i> beside my name. (.....)</p> <p>2. Marjorie made a perfect <i>mark</i> on her last exercise. (.....)</p> | <p>mark: 1. something to aim at</p> <p>2. written stroke or cross or sign</p> <p>3. a grade, a number or letter to show how well a person has done</p> |
| <p>F. 1. He <i>strained</i> his leg when he jumped. (.....)</p> <p>2. I am sure I have heard that <i>strain</i> before. (.....)</p> <p>3. The heavy weight <i>strained</i> the rope. (.....)</p> | <p>strain: 1. draw tight, stretch</p> <p>2. any severe, tiring effort</p> <p>3. snatch of music, song, melody</p> <p>4. injure by too much effort</p> |

- G. 1. We landed on a foreign *strand*. (.....) strand: 1. a thread or string
 2. The ship was *stranded* on a reef. (.....) 2. shore
 3. Mary has a beautiful *strand* of pearls. (.....) 3. drive on the shore, run aground
 4. a thread twisted with others to make a rope
- H. 1. I got a new *line* to go fishing. (.....) line: 1. a row of persons or things
 2. We stood in a long *line* at the door. (.....) 2. an edge of boundary
 3. a piece of rope, cord, or wire

WORD BUILDING

Many words are made by adding *-tion* or *-sion* to shorter words. Fill the blanks with words made in this way from the short words printed in brackets after these sentences. If you are not sure of the spelling, use your dictionary.

1. The of the work took two weeks. (*complete*)
2. I can do long questions easily. (*divide*)
3. Bill's was very generous. (*act*)
4. I received an to the party. (*invite*)
5. These questions are difficult. (*add*)
6. Mary won a prize in the sewing (*compete*)
7. The patriotic people prevented the of their country by the enemy. (*invade*)
8. The of this food takes many hours. (*digest*)
9. Edison is famous for the of the electric light. (*invent*)
10. Vaccination helps in the of small-pox. (*prevent*)
11. It is my to become a doctor. (*intend*)
12. We used an cord to carry the light to the barn. (*extend*)
13. Bob can do questions faster than I can. (*multiply*)
14. Taking one number away from another one is called (*subtract*)
15. The of the building was soon completed. (*construct*)

THE FIRST TRAIN

- A. When new things are invented many people think they are going to do harm rather than good. Tell of *four* harmful things certain people thought the new train would do.

.....

.....

.....

.....

- B. The passengers on the first train experienced a number of discomforts on the journey. Name three of them.

.....

.....

.....

- C. 1. How many years ago did this first train make the journey to New Glasgow?

.....

2. In 1831 few people could picture to themselves how fast and how far we can travel by train now. Can you think of three later inventions which make it possible for us today to travel very fast to far distant places and to send messages and talk to people in far distant lands?

.....

3. Can you think of something we cannot do today which may some day be possible? Finish the sentence started for you.

Some day we may

.....

- D. One of the paragraphs on page 117 is suggested by the picture on page 114. Write the first three words of this paragraph.

.....

INDICATING PRONUNCIATION

A. A certain dictionary indicates some of the sounds of the vowel *a* by means of these words:

cat (kăt), cage (kāj), bare (bār), far (fār).

In the brackets following each of these words indicate the pronunciation. A few of the words are done for you. Note that sometimes *g* has the soft sound of *j*.

age	(.....āj.....)	car	(..... kār	stare	(.....stār
gauge	(..... gāj	pack	(.....pāk	page	(..... pāj
cane	(.....)	stain	(.....)	star	(.....)
care	(.....)	stand	(.....)	plate	(.....)
reign	(.....)	weight	(.....)	barge	(.....)
psalm	(.....)	barn	(.....)	straight	(.....)

B. Note the pronunciations:

net (nět), speed (spěd), term (térn).

Indicate the pronunciations of these words:

bet	(.....)	firm	(.....)	bent	(.....)
turn	(.....)	curl	(.....)	learn	(.....)
stern	(.....)	fern	(.....)	stealth	(.....)
beat	(.....)	steal	(.....)	cream	(.....)

C. The pronunciation of certain words is given. Write these words correctly spelled in the ordinary way.

(kárt)	.....	(klēn)	.....	(krān)	.....
(plān)	.....	(plā)	.....	(dért)	.....
(gérł)	.....	(klā)	.....	(sēmz)	.....
(strēm)	.....	(drān)	.....	(pérł)	.....

MEANINGS FROM CONTEXT

A word is printed in *italics* in each of these sentences. Underline another word or phrase in the sentence which helps to make clear what the italicized word means or represents. The first one is done for you.

1. The train in the story which begins on page 111 went to *New Glasgow*, a city in Nova Scotia.
2. The hunter shot a *puma*, a large animal of the cat family.
3. Jack watched the *plumber* with interest as he installed the pipes leading to the kitchen sink.
4. The *voyageurs* sang as they paddled their canoe against the strong current of the river.
5. Waving his trunk madly from side to side *Jumbo* dashed his enormous weight against the wall of the stockade.
6. The Stringers and their friends went aboard the *bateau* for their journey down the river.
7. A *petition* was written and signed by the settlers asking the government to build a new road.
8. Delicate ferns and star-flowers grew in the *crevices* between the rocks.
9. The farmer's hard work, the sunshine, and the rain combined to produce a bountiful *harvest*.
10. Living on their *outlying* farms, far from the nearest town or village, these early settlers seldom heard the news of the great world.
11. We sailed on the *Queen Mary* on her maiden voyage across the Atlantic.
12. There was no sign of life on the bare expanse of the *desolate* mountain.
13. The old *prospector* knew every inch of this wild region where he had so long sought for gold.
14. The old *pilgrim* returned at last from his long wanderings to the sacred cities of the East.
15. The *mutineers* killed their officers and took possession of the ship.
16. We were unable to read the ancient *manuscripts* written by the monks of long ago and preserved in the great library of the monastery.
17. The ancient *mariner* had sailed the seven seas and visited many strange lands.
18. The foolish man *magnified* his little difficulties until they seemed to be insurmountable obstacles.
19. Shaking with fear, the *horrified* girl ran to her father as fast as she could run.
20. The *helmsman* steered the ship safely through the angry waters.
21. Our *guests* have been visiting us for a month or more.
22. The *guilty* man admitted that he had committed the crime.
23. The bird's nest was hidden in the dense green *foliage* of the tree.
24. Mallards, teal, *widgeon* and other wild ducks were plentiful in the marsh.

THE TROLLEY RIDE

- A. The meanings of ten words from the story are given you. You are told the page and the paragraph in which the words are to be found. Write these words on the lines.

	PAGE	FIRST WORDS OF PARAGRAPH	MEANING	WORD
1.	123	The children	a tiny spot	.....<i>speck</i>
2.	124	Although	sleepiness	.....
3.	124	Although	unescapable	.....
4.	124	Although	prayers, requests	.....
5.	124	Although	begged	.....
6.	124	Go back	forceful, striking	.....
7.	126	The Moffats'	rude boldness	.....
8.	127	Oh	feeling	.....
9.	128	Then	beaten	.....
10.	128	At last	in a victorious manner	.....

- B. A green light means "GO" and a red one "STOP". Why was the old motorman right in going ahead when the light at the lower switch was red?

.....

.....

- C. On page 127 is the sentence "*The young motorman did not have a leg to stand on.*" This means:

1. The motorman sat slouched on his stool.
2. The motorman had lost his legs.
3. The motorman was quite in the wrong.
4. The motorman could not stand up.

INDICATING PRONUNCIATION (2)

Notice the pronunciation of the letter *i* in the words *it* and *time*. A certain dictionary gives the pronunciations of these words as follows:

it (ĭt), time (tīm).

A. Write the correct spelling of the words pronounced as follows:

- | | | |
|------------------|-------------------|-------------------|
| 1. (pĭn) | 2. (mĭn) | 3. (fĭn) |
| 4. (fĭn) | 5. (kĭt) | 6. (spĭt) |
| 7. (ĭs) | 8. (spĭn) | 9. (ĭ'sĭ) |
| 10. (spĭn) | 11. (tĭ'nĭ) | 12. (mĭ'tĭ) |

B. Look again at the pronunciations of the letters *a* and *e* on page 33. Indicate the pronunciation of each of these words in the brackets following it.

- | | | |
|-------------------|-------------------|--------------------|
| 1. stride (.....) | 2. tame (.....) | 3. tide (.....) |
| 4. speed (.....) | 5. steel (.....) | 6. steely (.....) |
| 7. fair (.....) | 8. speedy (.....) | 9. spend (.....) |
| 10. fairy (.....) | 11. lazy (.....) | 12. dreamy (.....) |

C. Write the correct spelling of the words pronounced as follows:

- | | | |
|----------------------|--------------------|---------------------|
| 1. (shĕt) | 2. (drān) | 3. (jĕm) |
| 4. (skāt) | 5. (fĕrm) | 6. (fĭl) |
| 7. (grĕs) | 8. (ĕz'ĭ) | 9. (dĭ-vĭn') |
| 10. (dĭ-pĕnd') | 11. (dĭ-nĭ') | 12. (pār'-tĭ) |

FORTY HOURS

A. Here are several old, well-known sayings. Underline the one which seems best to suit the actions of Edison and his assistants in this story.

1. Nothing succeeds like success.
2. Well begun is half done.
3. If at first you don't succeed, try, try again.
4. Everything comes to him who waits.

B. On page 130 is the sentence *Several hours later another slender thread was ready for the next step in the experiment.*

What was this next step?

C. 1. On page 129 two reasons are given for pumping the air out of the electric light bulb and sealing the bulb so that no air could get in. What are these two reasons?

2. On page 131 is the sentence *There was silence in the laboratory for a few moments.* Why was everybody silent?

D. What four advantages did the new light have over all earlier kinds of light? (Read page 134.)

- E. Below are a few paragraphs from page 130 of your reader. Certain words are printed in italics. Underline the meanings printed at the right which fit the words as used in these paragraphs.

"Well, at last we have succeeded," said one of the men with a long sigh, as a piece of thread finally came from the *mould* unbroken.

"But what a *delicate* thing it is!" said another worker. "We shall have to be very careful of it when we take it to the glass-blower's shop."

All the workers went together to one of the other buildings in Menlo Park, where the important *thread* would be placed in a thin glass *bulb*. Everyone was anxious to *see* it done. But at the glass-blower's *bench* a bitter disappointment met them.

mould (mōld): a furry growth on food and other substances; fine, rich soil; a form for giving a definite shape to materials placed in it.

delicate (dēl'-i-kīt): pleasing to the taste; softly beautiful in color; easily torn or hurt.

bulb (bŭlb): the rounded underground stem or bud of certain flowers; a rounded, swelling part of anything.

bench (běnch): a long seat for two or more people; the worktable of a carpenter or other workman; the judges' seat in a court of law.

see (sē): look at; understand; make sure; the district under the authority of a bishop.

thread (thrēd): cotton, flax, or other fibre spun into a fine cord; to pass a thread through; the winding, sloping ridge of a screw; to make one's way through; main thought that connects the parts of a story or speech.

- F. On page 130 is the sentence *But there was a sudden sharp cry, followed by a look of disappointment on every face*. What had happened just before this?
-
-

CHAPTER THREE — REVIEW

A. Write the titles of the poems and stories of Chapter Three suggested by the following:

1. A radio broadcast gives the news of the day.
2. Many men of different trades and professions are working on one big job.
3. A town of long ago is guarded by a man with a lantern.
4. A pioneer family comes to Canada.
5. A poem tells of an interesting time in the woods of Eastern Canada in the early spring.
6. Three children have an adventure on their way to the beach.
7. An inventor and his assistants watch to see whether an invention is successful.

B. At the left below are the beginnings of a number of sentences about some of the people mentioned in Chapter Three. Write the letter of the proper ending in the brackets after each one.

- | | |
|----------------------------------|---|
| 1. Jane and her brothers (.....) | (a) helped Mr. Stringer find Ann. |
| 2. At Menlo Park (.....) | (b) was in charge of the first train to New Glasgow. |
| 3. Conductor Kerwin (.....) | (c) many passengers had an interesting, uncomfortable train ride. |
| 4. Tom Martin (.....) | (d) Edison made the first electric light bulb. |
| 5. Father Christmas (.....) | (e) had an exciting trolley ride. |
| 6. Motorman McCann (.....) | (f) lived for a few months with the Indians. |
| 7. In 1831 (.....) | (g) drove the street car on which the Moffatt children rode. |
| 8. Ann Stringer (.....) | (h) collected money from the audience when the play was over. |

HANDY SANDY

- A. 1. Arrange these ten words in alphabetical order on the lines below.

circulating
gradually

foundry
distracted

arsenal
accomplish

discard
expansion

contraction
harrow

2. In the brackets in front of each word you write, place the number of the correct meaning.

a. (.....)

1. little by little

b. (.....)

2. armament and gun factory

c. (.....)

3. growing smaller

d. (.....)

4. a tool dragged over ploughed ground
to break up the soil

e. (.....)

5. going round and round

f. (.....)

6. a factory where metal is melted and
molded

g. (.....)

7. throw away

h. (.....)

8. draw attention away, disturb

i. (.....)

9. do, carry out

j. (.....)

10. growing larger

- B. On page 142 is the sentence *Mr. Holmes and Captain Bragg were chuckling*. Why were they amused?

.....

.....

.....

- C. 1. What did Mr. Holmes intend to do with the shells?

.....

2. Why was it necessary first of all to break the shells?

.....

.....

D. Sandy was quick-witted, determined, unselfish and polite. What is there in the story to show that he was

quick-witted?

.....

determined?

.....

unselfish?

.....

polite?

.....

E. Why did the shell not break the first night Sandy filled it with water? (Read pages 145 and 146.)

.....

.....

F. Write a sentence from page 147 which is illustrated by the picture on page 145.

.....

.....

G. Find three things wrong with this paragraph according to the story.

Mr. Holmes sent for Sandy when he found he needed to have the shells broken. Sandy's father had taught him how to break them by filling them with water and leaving them to freeze. Sandy, therefore, arranged to take all the shells home with him to break.

.....

.....

.....

.....

.....

.....





PETRICK THE POTTER

A. At different times in his life, Petrik was

- | | | |
|-------------------------|---------------|-------------------|
| 1. a farmer | 2. an artist | 3. an art teacher |
| 4. a university student | 5. a druggist | 6. a potter |

(Underline the one which is not true according to the story.)

B. A number of flowers are mentioned in the story. Some of these are drawn for you. Print their names under the drawings. Two flowers are named for you. Make drawings of these.

		
		
	POPPIES	PANSIES

C. After coming to Canada, Petrik and his wife unsuccessfully tried two ways of making a living. What were these two ways?

.....

D. On page 169 there are many words ending in *-ly*. Write these words after the proper definitions, and then write the shorter words from which they are made.

- | | | |
|-----------------------------------|-------|-------|
| 1. One at a time | ..... | ..... |
| 2. In a lovely, delightful manner | ..... | ..... |
| 3. Barely, only just | ..... | ..... |
| 4. In an uneasy, troubled way | ..... | ..... |
| 5. Fast, in speedy fashion | ..... | ..... |
| 6. In a soft, fine way | ..... | ..... |

E. When in the kiln, china may be spoiled in many ways. Complete this statement to give three of the ways.

While being baked in the kiln, china may be spoiled

- | | |
|-------|-------|
| 1. if | ..... |
| 2. if | ..... |

or 3. if

NEGATIVE PREFIXES

A. Examine these pairs of words:

able, unable; polite, impolite; complete, incomplete; trust, distrust.

The prefixes *un-*, *im-*, *in-*, and *dis-*, mean *not* and make words meaning the opposite of the words they are added to. Write the opposites of these words.

un-

in-

1. (a) true
- (b) safe
- (c) fasten
- (d) happy

2. (a) correct
- (b) exact
- (c) ability
- (d) capable

im-

dis-

3. (a) possible
- (b) mature
- (c) pure
- (d) probably

4. (a) please
- (b) content
- (c) embark
- (d) satisfied

B. Add *un-*, *in-*, *im-*, or *dis-*, to each of these words to make an opposite. Use your dictionary if you are not sure which prefix to use.

1. accurate
3. faithful
5. like
7. definite

2. truth
4. obey
6. perfect
8. proper

C. The syllable *in* at the beginning of a word is not always added to a shorter word to make an opposite. The word *into* is not the opposite of the word *to*.

Underline the words in which the syllable *in* is not a prefix making an opposite.

- | | | |
|-------------|------------------|---------------|
| 1. interior | 2. indescribable | 3. intake |
| 4. intrust | 5. introduce | 6. invariable |
| 7. insane | 8. intend | 9. invent |
| 10. inform | 11. informal | 12. inflame |

THE CHRISTMAS COIN

A. Write three short sentences to tell of three Christmas activities the two children engaged in.

1. They
2. They
3. They

B. 1. Why did Stina Mor say that the twenty-five-öre piece carried a special blessing?

.....

2. In what way was this special blessing brought

(a) to Stina Mor?

(b) to the stranger?

(c) to the children?

C. 1. Suppose the children had not accepted the Christmas money from Stina Mor, what might not have happened?

.....

.....

2. Why do you suppose the children were unwilling to accept the twenty-five-öre piece in the first place?

.....

.....

D. What was the game the stranger said he would play with the children? (Page 178.)

.....

.....

CHAPTER FOUR — REVIEW

Use your readers to find answers to these questions.

- A. Quote four lines from *Our Fathers Came* which declare that men shall live in peace and freedom in Canada.

.....

.....

.....

.....

- B. Tell in your own words how Sandy broke the shells spoken of in the story *Handy Sandy*.

.....

.....

- C. Quote two lines from the poem *Jacques Cartier* which tell that Cartier got back to the port of St. Malo about fourteen months after he left it.

.....

.....

.....

- D. Write on the lines the names of the proper characters from the play *Dick Whittington*.

1. helped Dick to reach London.
2. was Dick's first employer in London.
3. treated Dick very harshly.
4. took Dick's cat to trade with the king of Barbary.
5. took Dick to the kitchen to begin his duties as kitchen boy.

- E. Quote four lines of *The Ballad of the Fiddler* which tell us that creatures of all kinds came out to dance to the fiddler's music.

.....

.....

.....

- F. Read page 169 again and then tell when John Petrik works for a long time without sleep.

- G. Our well-known Christmas story tells that the baby Jesus was born in a stable and cradled in a manger. Write two lines from *A Canadian Christmas Carol* which give a rather different story of where the Christ-child was born.

- H. What was the kind act which started out the events of the story *The Christmas Coin*?

THE BUFFALO CALLER

- A. Write two sentences telling how the old buffalo caller and Bubuka showed courage.

.....

.....

.....

.....

- B. How were the stone knives, the dog travois, and the skins and robes used in this buffalo hunt?

1. The stone knives were used

.....

2. The dog travois

.....

3. The skins and robes

.....

- C. Great care had to be taken not to alarm the buffaloes before they were driven into the trap. Complete the statements to show how the members of the Red Hawk Band tried to avoid letting the buffaloes know of their danger.

1. In the camp the night before the hunt

.....

2. The old buffalo caller

.....

3. The men and women waiting to frighten the buffaloes into the trap

.....

.....

- D. Exactly what is meant by the sentence on page 194, "*The buffaloes had made the choice*"

.....

.....

- E. 1. In the first five paragraphs of this story the words printed below occur. On the line following each one write another word which sounds just like it although it is spelled differently.

(a) herd (b) told (c) seen

(d) all (e) would (f) night

2. Can you find three more words in the same paragraphs which also sound like other words. Write these pairs of similar-sounding words.

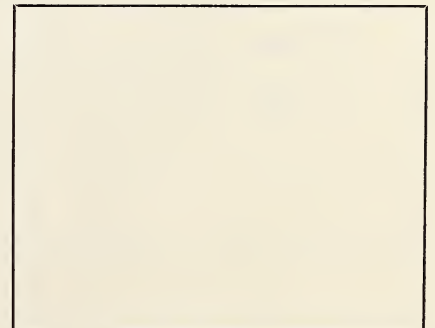
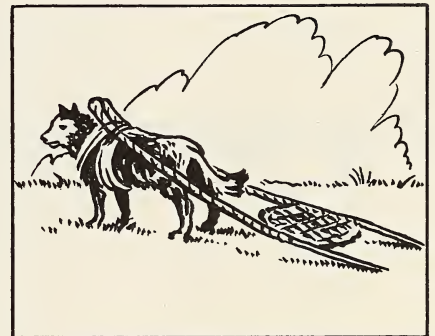
(a) (b)

(c)

- F. Find in paragraph 193 in which the writer repeats words a number of times to make us feel very strongly that the whole tribe was very still and very anxious not to alarm the buffaloes. Write the first sentence of this paragraph.

.....

- G. Here is a drawing of a dog travois. If you think that page 195 tells us that Red Hawk gave presents to Bubuka, draw a tepee in the space below the picture. If you think that Red Hawk gave presents to other members of the tribe, draw a dog travois facing in the opposite direction.



GUIDE WORDS IN A DICTIONARY

- A. The guide words on a certain dictionary page are *fret* and *fry*. Underline the words on this list which are to be found on that page.

friar	fringe	fright	frail	fudge
froth	forth	frantic	frost	fuel
frown	fruit	fresh	future	friend
frail	freely	from	form	frame

The very first word explained on this page would be

- B. The guide words on a certain page are *chaff* and *chubby*. Place the guide words and the thirteen following words in alphabetical order on the lines below.

cherub	change	chipmunk	choose	charge
choose	champion	chopper	chase	chimney
chocolate	charge	chest		

- | | | |
|---------|----------|----------|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

- C. The guide words on three pages of a certain dictionary are *extreme* and *face* on page 224, *facet* and *fade* on page 225, and *fag* and *falcon* on page 226. After each word in the following list, write the number of the page on which it is to be found.

- | | | |
|------------------|------------------------|-----------------------|
| 1. fail (.....) | 6. fable (.....) | 11. fabricate (.....) |
| 2. fact (.....) | 7. fairy (.....) | 12. faculty (.....) |
| 3. fair (.....) | 8. fake (.....) | 13. fabric (.....) |
| 4. eye (.....) | 9. faith (.....) | 14. extricate (.....) |
| 5. exult (.....) | 10. Fahrenheit (.....) | 15. factory (.....) |

HOW JOHN TOD SAVED KAMLOOPS

- A. The following paragraph contains more than four mistakes according to the story. One of the mistakes is explained on the lines below. Explain three more on the lines provided.

When Lolo returned to the fort, John Tod told him that the Shushwaps were going to attack the fishing party. Then without saying anything to his wife for fear of alarming her, Tod set off with Lolo to speak to the men in the fishing party. When he saw the Indians he rode very slowly and cautiously towards them with his assistant George Simpson. Simpson told the Indians that smallpox had appeared among them.

1. *John Tod did not tell Lolo that the Indians were going to attack the fishing party. Lolo told Tod.*

2.

3.

4.

- B. 1. Explain why George Simpson started to object when John Tod ordered him to go to the fort.

.....

2. Why do you think John Tod threw down his sword and his pistol before he charged into the midst of the Indians?

.....

- C. Underline the true sentence.

1. When Tod vaccinated the Indians, he tried not to hurt them because they were his friends.

2. Tod's knife was very dull because he cut very deeply into the Indians' arms.

3. Tod cut deeply into the arms of the Indians to make sure that they were well vaccinated.

4. Tod cut deeply into the arms of the leading Indians so that they would not be able to use their weapons for some time.








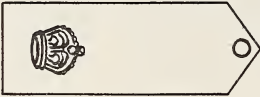


- D. Write a sentence from page 201 which explains why the Shushwaps were very much afraid of smallpox.

.....

CANADIAN ARMY RANKS

Soldiers in the Canadian army have many different ranks. The lowest rank is that of private. A private has no special badge on his coat or tunic to show that he is a private. As soon as he is promoted, or raised to a higher rank or position, he wears a special badge to show this higher rank.

These pictures show you some of the badges worn by men of different ranks. Those of non-commissioned officers are worn on the sleeve. Officers usually wear their rank badges on their shoulder straps.

• <u>NON-COMMISSIONED OFFICERS</u> •			
LANCE-CORPORAL	CORPORAL	SERGEANT	STAFF SERGEANT
			
• <u>OFFICERS</u> •			
SECOND LIEUTENANT	LIEUTENANT	CAPTAIN	
			
MAJOR	LIEUTENANT-COLONEL	COLONEL	
			

- A.
1. A corporal wears stripes on the of his tunic or coat.
 2. A sergeant wears
 3. A first lieutenant wears stars.
 4. A major's badge is a
 5. If a second lieutenant is promoted to the next higher ranks he then wears
.....

6. A major is just above a in rank and just below a
7. Corporals and sergeants are both officers.
8. A holds the lowest rank among the officers. He wears on his
9. No officer below the rank of wears a crown.
10. An officer who wears one star and a crown is a
If he becomes a colonel, is added to his rank badges.

B. Place the correct rank badges, neatly drawn, in the proper places on these sleeves and shoulder straps.

1. The rank badge of a non-commissioned officer who has just been promoted to a rank two-steps above that of lance-corporal.



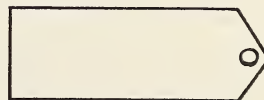
2. The rank badges of the highest non-commissioned officer listed on page 52.



3. The rank badge of an officer who has been promoted to a rank two steps above that of lieutenant.



4. The rank badge of an officer who holds the rank next below that of major.



THE SWINGING BRIDGE

A. In what way did Marcos show thoughtfulness or consideration toward his parents?

.....
.....

B. Write the two words used in the story to name the deep, narrow gorge between the steep mountain sides. (Page 205.)

.....

C. The bridge is compared to a spider's web in two places in the story. In what two ways did the bridge remind Marcos of a spider's web?

1. (Page 205)

2. (Page 206)

D. A certain dictionary gives the pronunciation of a few simple words as follows:

ape — āp

hat — hăt

far — fār

met — mět

heat — hēt

might — mīt

sit — sīt

hope — hōp

hop — hōp

Using the same markings, give the pronunciations of these words:

frail slope stop

wake steep like

find rock side

sash wise vine

brave day yarn

E. Here are some well known proverbs. Underline the one this story suggests to you.

1. If at first you don't succeed, try, try again.
2. Well begun is half done.
3. Haste makes waste.
4. Don't cross a bridge until you come to it.
5. Nothing attempted, nothing won.

READ AND THINK

Read carefully and write your answer on the line.

1. My apple is bigger than Mary's, and Helen's is bigger than mine. Who has the biggest apple?
.....
2. Tom is older than Bill and Bob is older than Tom. Who is the youngest boy?
.....
3. Bill has one brother named Charlie and one sister named Betty. There are no other children in the family. How many brothers has Betty?
.....
4. Harry has two brothers and three sisters. How many brothers has his sister Kate?
.....
5. When Mary got up this morning, she found that Anne had already gone out into the garden. Joan was still asleep. Who got up first this morning?
.....
6. Donald's father and mother have three children. How many brothers has Donald's sister Jean? The other child's name is Margaret.
.....
7. Jack is sitting to the left of Harry and Harry is sitting to the left of Bill. Which boy is sitting in the middle?
.....
8. Mother put an apple, an orange, and a banana on a dish. She told Jim, Bob and Bert that they might each have one piece of fruit when they came home from school. Jim likes oranges best, Bob prefers apples, and Bert would rather have bananas. When the last boy came in there was only the apple left. Who do you suppose came in last?
.....
9. Mrs. Brown has four children. One of them is just a little baby. Mary is older than Jack but younger than Jean. Jean is not quite so old as Laura. Which is the baby?
.....
10. Anne Mason's mother loves flowers. In April she has daffodils in almost every room. In May her living-room is filled with beautiful tulips. In June and July every vase is filled with roses. In October the whole house is decorated with chrysanthemums. What do you suppose is Mrs. Mason's favourite fall flower?
.....

MAFATU AND THE HAMMERHEAD

- A. 1. Mafatu was afraid of the sea because
-
2. The fishermen would not take Mafatu with them because
-
3. Mafatu was very glad to find the bones of the whale because
-
- B. Eight of these sentences tell the main idea of the story. One of them does not help much. Cross out this one and number the others correctly so that they really tell the story. The opening sentence is numbered for you.
- (a) He went to the island to live alone and learn courage.
- (b) This trap was often broken and robbed by a hammerhead shark.
-1.... (c) Mafatu was afraid of the sea.
- (d) Taking his dog, Uri with him, Mafatu went on his raft to his fish trap, armed with the sharp whalebone knife he had made.
- (e) The handle of the knife was a joint.
- (f) Whilst on the island, he lived on fish which he caught in a trap.
- (g) Mafatu killed the hammerhead with his knife.
- (h) Uri slid off the raft into the water and Mafatu dived in to save him from the hammerhead.
- (i) Mafatu had learned the lesson of courage.
- C. 1. This is the second story in which a boy fought with a wild beast. David, when he was a boy watching his father's sheep, fought and killed a and a: Mafatu fought a
2. In both cases, the boys were no doubt afraid of these wild creatures at first. They forgot their fear, however, for a similar reason in each case.
- David fought to save from
- Mafatu fought to save from

RHYTHM

An extra word has been put into the last line of each verse of this poem. This extra word spoils the rhythm of the line. The fourth line of each verse should have exactly the same rhythm as the second.

1. Cross out these extra words.
2. Underline the strongly accented syllables. They have been underlined for you in the first three lines.
3. Write a title for the poem on the line above it.

.....

Fairyland is close at hand
If only we could see;
And fairies are not very far
Away from either you or me.

They're by your head when you're in bed,
To bring sweet dreams to you;
And then by day, when you're at play,
They make all your dreams come true.

They're here and there and everywhere;
They're close as close can be,
For Fairyland is right at hand
If only we could really see.

TEST No. 2

I. The civic airport was only a very short distance from Jim Taylor's home. Aeroplanes were constantly droning over the house as they rose from the runways or circled the field *previous to landing*. Mrs. Taylor often felt startled when they flew low over the house, but Jim always watched with interest and pleasure. He could recognize every type of plane when he saw it in the air. He even knew by the sound of the engine what kind was passing overhead. He never missed the arrival of the Trans-Continental plane whenever he was at home. One day at the time this plane was due to arrive at the airport, he was in the house. He heard the smooth, powerful motors. Suddenly their steady hum changed to an unusual spluttering, crackling sound. Then *they* became silent. Jim was alarmed and ran out of the house. The great plane was gliding down to the landing strip with dead motors.

A. This selection is chiefly about:

- | | |
|----------------------------------|---------------------------------|
| 1. The civic airport. | 3. Jim's interest in airplanes. |
| 2. How to land a large airplane. | 4. Trans-Continental planes. |

B. *Previous to landing* means:

- | | |
|-------------------------|------------------------|
| 1. Just as they landed. | 3. Before landing. |
| 2. Attempting to land. | 4. Just after landing. |

C. It is probable that:

1. Jim thought that something was wrong with the plane that was landing.
2. The big plane's motors always sputter and crackle before being turned off.
3. The plane had landed before Jim got outside.
4. Jim failed to see the plane land.

D. Mrs. Taylor:

1. Never liked to hear the planes.
2. Felt startled when the planes flew high over her house.
3. Never watched the planes with interest.
4. Did not like to hear the planes fly low over the house.

E. To what does the underlined word **they** refer?

F. Write two words which come together in the paragraph meaning *making a humming sound all the time*. (Do not use the word *hum*.)

.....

II. We depend upon sunshine more than many people think we do. Of course everyone knows that the sun gives us heat and light. How pleasant it is to walk or sit in the sun and look about us at the green fields, the leafy trees and the many-coloured flowers that surround us with such beauty. But without sunshine we should starve, for every grain of wheat, every pea and bean, every apple we eat must have sunshine to *mature*. We should have no milk and no meat without sunshine, for how could cows and other animals live if there were no grass or grain for *them* to eat? Even the coal we burn is simply giving us heat made possible by the growth in the sun of the forests of long ago. How could we live without the sun?

A. This selection is chiefly about:

- | | |
|--------------------------------------|-------------------------------------|
| 1. The heat and light of the sun. | 3. The importance of the sun to us. |
| 2. The things that grow in sunshine. | 4. The beauty produced by the sun. |

B. Fruit, vegetables and animals *mature* when they

- | | |
|-----------------------|--|
| 1. begin to grow. | 3. have a certain amount of sun-shine. |
| 2. become full grown. | 4. are eaten as food. |

C. This selection suggests that without the sun, we should have no milk to drink

1. because there would be no food for cows.
2. because cows produce more milk when the sun shines.
3. because milk comes from cows.
4. because cows eat grass and grain.

D. (Underline the one not mentioned in the story.)

We depend upon the sun for:

- | | |
|--------------------------|-----------|
| 1. the food we eat. | 3. light. |
| 2. the homes we live in. | 4. heat. |

E. The underlined word *them* refers to.....

F. Write a group of five words from the story meaning "*We should not have any food if it were not for the sun.*"

.....

POO LORN THE TERRIBLE

- A. Write the sentence from the first paragraph which makes you think that Poo Lorn had at one time been owned by some man.

.....

.....

- B. Write the word from the second paragraph which indicates that Poo Lorn knew, *even before he saw them*, that men were once more trying to capture him.

.....

- C. (Underline the correct answer).

Richard Cairns planned to capture Poo Lorn

- (a) by attacking him at once.
(b) by wearing him down.
(c) by driving him into a trap.
(d) near the river bank.

- D. Write three words, from page 217, used to indicate the sounds Poo Lorn and the other elephants made.

(1)..... (2)..... (3).....

- E. Poo Lorn's swim across the river was performed *against fearful odds*. Write four words from page 219 which name some of these *odds* (dangers or difficulties) which threatened to make his success impossible.

(1)..... (2)..... (3).....

(4).....

- F. Write a group of eight words from page 219 indicating that those watching Poo Lorn's swim could not help feeling relieved when he reached the far bank of the river.

.....

- G. "Of a truth", said one of the mahouts, "Poo Lorn has earned *his* freedom." The others echoed approval and Cairns was with *them*. Poo Lorn had fought a gallant and magnificent struggle and *his* heart went out to his *adversary*.

To whom do the words printed in italics refer?

- (1) *his* freedom (2) *them*
(3) *his* heart (4) *adversary*

CHAPTER FIVE — REVIEW

- A. The stories of Chapter Five tell of courageous actions.
Fill in the names missing in this table.

	THE NAME OF THE PERSON OR ANIMAL WHO SHOWED COURAGE	THE NAME OF THE ENEMY AGAINST WHOM HE FOUGHT	THE NAME OF THE STORY IN YOUR READER
1.		A Philistine giant.	
2.	A Hudson's Bay Company trader.		
3.		A hunter and many animals working with him.	
4.		A big fierce fish.	
5.		A charging, stampeding herd of animals.	

- B. Below is printed the second line of the first verse of *The Giant Fear*. Write after it a line from the second stanza so as to finish a sentence telling what happened to the giant.
A giant fierce and strong

.....

- C. Write a sentence from page 205 which fits this picture.



.....

.....

.....

.....

.....

.....

- D. Finish this sentence which is commenced for you so as to tell what it was the Buffalo Caller's duty to do.

When the buffalo herd approached, it was the buffalo caller's job to

.....

.....

- E. Write one word in each blank of this sentence to tell the main idea of the story *How John Tod Saved Kamloops*.

John Tod prevented the Indians from attacking Fort
by the warriors in such a way that they
were unable for a week or two to use their

- F. 1. There is a sentence on page 215 meaning the same as one of the two printed here. Write this sentence from the reader on the lines and underline the sentence which means the same.

- (a) In a little while the noise of the mob approaching him again reached Poo Lorn's ears.
(b) Soon Poo Lorn was heard by the mob approaching him again.

.....

.....

2. Write a sentence from page 201 meaning the same as one of these sentences. Write the sentence from your reader and underline the sentence which means the same.

- (a) The Shushwaps stood watching all the traders move.
(b) The Shushwaps stood and observed everything the trader did.

.....

.....

THE DOUGHNUTS

- A. Some of the things listed below are told in the story; these statements are *true*. Some statements are *wrong* according to the story; they are *false*. Some are not told or stated in the story at all.

On the line following each statement write *true*, or *false*, or *not stated*.

1. Uncle Ulysses asked Homer to make some doughnuts.
2. Homer often helped Uncle Ulysses in the lunch room.
3. The lady asked Homer to allow her to help make the doughnuts.
4. Mr. Gabby helped to mix the doughnuts.
5. Mr. Gabby helped to stack the doughnuts in piles.
6. Mr. Gabby was the one who first suggested that the bracelet might be in one of the doughnuts.
7. The lady and her chauffeur came back for the bracelet before the crowd gathered in front of the lunch room window.
8. The lady worked in a doughnut factory when she was young.

- B. In some two-syllable words, like *mon'key* and *la'dy*, the first syllable is strongly accented and the second one is weak. These words sound like *TUM'ti*. In other words like *ex-plain'* and *com-pare'*, the strongly accented syllable is the second one. These words sound like *ti-TUM'*.

In the first paragraph of this selection there are fourteen two-syllable words. Ten of them have the sound *TUM'ti*; the first syllable of each is the strong one. The other four have the sound *ti-TUM'*. Write these words on the lines, divide them into syllables, and mark the strong accent.

TUM'ti

mon'key

la'dy

ti-TUM'

ex-plain'

com-pare'

WHITEY LOOKS FOR A JOB

- A. The descriptions below tell what some of the paragraphs from the first four pages of this story are about. Write the number of the page on which the paragraph is found, and its first two words.

	PAGE	FIRST TWO WORDS
1. A paragraph describing a beautiful morning in autumn.
2. A paragraph telling why Whitey started off without telling anyone where he was going.
3. A paragraph telling what Whitey did about the frog and the snake.
4. A paragraph telling how Whitey set about catching the ground squirrel.
5. A paragraph showing that Whitey was quite capable of finding his way, even when there was no road.

- B. On page 245 is the sentence *Mr. Boodleman kept his face straight*.

Explain what this means and why it was perhaps rather hard for Mr. Boodleman to do this.

.....

.....

- C. A good sport can *take a joke*. Whitey was a good sport. How did he show this?

.....

.....

.....

- D. In the first few paragraphs of this story the words listed below are used. Can you think of at least one other word that sounds exactly like each of these? Write these similar-sounding words on the lines.

- | | | |
|----------------|----------------|-----------------|
| 1. there | 5. two | 9. hours |
| 2. grown | 6. him | 10. week |
| 3. eight | 7. time | 11. heard |
| 4. know | 8. would | 12. creek |

- E. The words listed below are used in the sixth paragraph of the story. Underline the meanings which fit the words as used in that paragraph.

fine—delicate; slender; without impurities; lovely; money paid as punishment for wrong-doing.

fall—drop or come down from a higher place; become bad or worse; season of the year between summer and winter; way of throwing or being thrown.

kind—sort; pleasantly considerate; thoughtful and helpful.

plain—common; ordinary; simple in manner; not pretty; clear; flat; level; a flat stretch of land.

trail—hunt by track or smell; drag along behind; path; track or smell.

back—part of the body opposite to the front; rear; towards the rear; support; help.

sort—arrange in kinds or classes; kind; separate from others of different kinds.

- F. On page 246 is a paragraph describing some of the noises made by the logging crews at work. Write five words or pairs of words telling what these noises were.

- (1) (2) (3)
(4) (5)

- G. What do you think Whitey is going to do next after what he is doing in the picture at the bottom of page 250?

.....
.....


VOWEL SOUNDS

In each box below several words are spelled to show their pronunciation. One of them is illustrated.


(1) Draw a ring around the word which refers to the drawing.

(2) Write this word on the line correctly spelled.


(Look at the bottom of the page to see what sounds the letters and markings stand for.)




mēt
mīt
mēt
mīt



tēm
tām
tēm
tām




hār
ār
hēr
hēr




hēd
hēd
hēd




fār
fār
fēr




kār
kār
kēr
kōr




kōt
kōt
kōt




pān
pān
pēn
pōn




fīl
fīl
fōl
fēl




pāl
pāl
pēr
pēr




bēd
bēd
bēd
brēd




bōt
bōt
būt
būt



stāk
stāk
stāj
stāk




kūp
kūp
kōp
kēp




hōs
hous
hōz



bār
bār
bēr
bōr



bōl
bōl
bāl
būl



klām
klīm
klām
glēm

cat (kāt), cage (kāj), care (kār), cart (kārt), pet (pēt), seat (sēt), her (hēr), fill (fīl), ice (īs), pot (pōt), soap (sōp), tall (tōl), cup (kūp), pull (pūll), rule (rūl), use (ūz).

HOW MANY DONKEYS

(Underline the correct answer).

A. The wheat carried by the donkeys was ground in a mill run by

1. a water wheel

3. the wind

2. donkey power

4. steam.

B. Write the first sentence from page 255 which indicates that Nasr-ed-din Hodja was superstitious.

C. Each Donkey carried a bell, saddle bags, and blue beads. Write three sentences to tell why these three things were carried.

D. In what way did Mustapha make fun of Hodja?

E. Write the first sentence in the story which indicates that the donkeys did not belong to Nasr-ad-din Hodja.

FINDING MY WAY

I am spending my summer holiday visiting Aunt Alice, my mother's sister. The other day I had to go on foot to take a parcel to Mrs. Dalton, a friend of Mother's who lives in the country, about two miles from my aunt's house. I asked my cousin Marion how to get to Mrs. Dalton's. Marion told me, but she added a great deal that was of no use to me in finding my way. This is what she said:

"Go along the Baytown Road until you come to the first cross road. Mrs. Jennings lives in the house to your right just before you come to the cross road. Her daughter Jean is in my class at school, but I do not like her very much. She is not at all friendly. Go past their house and then turn to the right along the cross road. Walk along this road past the first road to the left until you come to Borden Park. This is on your left and is where we hold our sports every Dominion Day. I won first prize in the hundred yards dash last week and our relay team came second. You can't miss the park. It has a very big grandstand for spectators. There is a road going off to the left along the far side of the park. Turn to your left along this road and go straight ahead. Harry Peters lives in the second house to your right. He is the captain of our baseball team and the best pitcher in the country. You may see him. He will probably be working in the garden. Mrs. Dalton lives in the next house on your right past Harry's. Hers is a big house with a green roof."

- A. Could you leave out everything that does not help and write on the lines just *three* sentences telling everything I need to know in order to get to Mrs. Dalton's? You may need four sentences. If so write four.

1.

.....

2.

.....

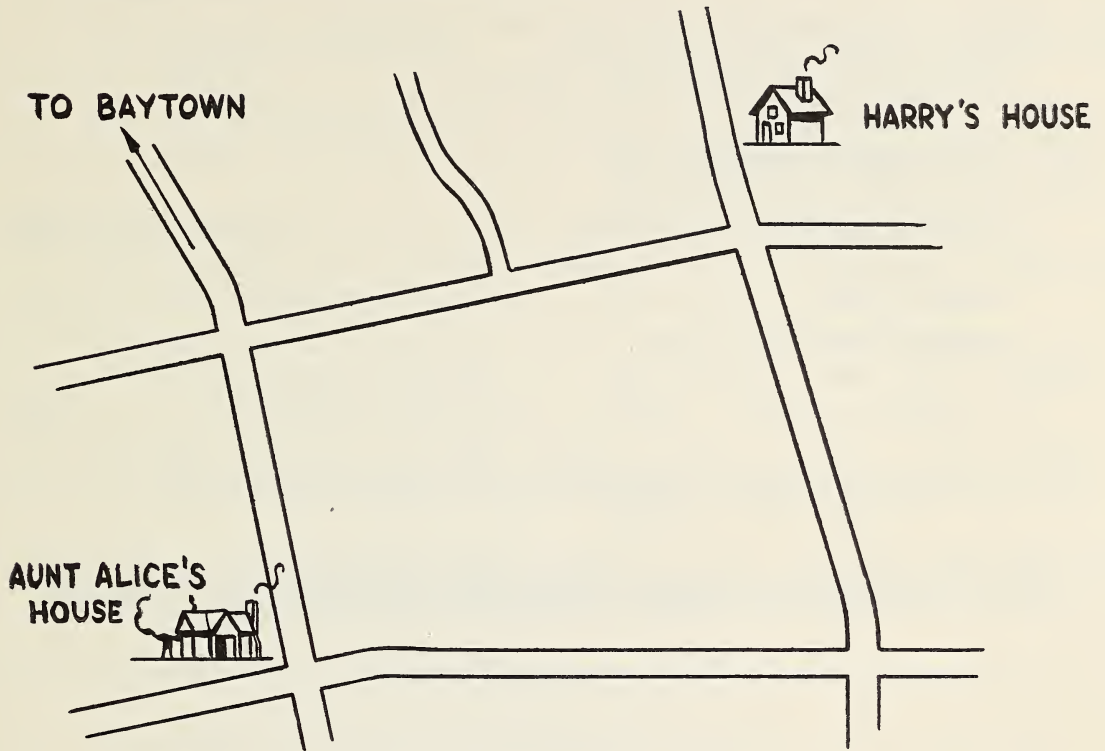
3.

.....

4.

.....

- B. On this map mark the route I must take to go to Mrs. Dalton's. Mark in Mrs. Jennings' house, Borden Park, and Mrs. Dalton's house.



ESKIMO SURPRISES

A. Complete these sentences by writing *one* word in each blank.

1. This story suggests that in winter Eskimos live in
and in summer they use
2. Jack was surprised to see so many anchored near the shore
instead of the and the
which he had expected to see.
3. A number of Eskimo were pitched among some trees.
4. The head of a Hudson's Bay Company trading post is called a

B. Find eight words from the story which are made by putting shorter words together.
Write these longer words followed by the shorter ones from which they were made.

1.
2.
3.
4.
5.
6.
7.
8.

- C. 1. Various dictionary meanings are given below for five words printed in italics in the following sentences. Underline the meanings which fit the words as used in these sentences.

- | | |
|--|---|
| (a) This bag will <i>hold</i> all our supplies. | <i>Hold</i> —Grasp; keep; contain; keep back; the lowest part of the interior of a ship. |
| (b) The <i>spring</i> is broken in my watch. | <i>Spring</i> —Leap; a small stream of water coming from the earth; the season after winter; an elastic device that returns to its original shape when pressure is removed. |
| (c) We sailed into the <i>sound</i> from the open sea. | <i>Sound</i> —What can be heard; make a noise; an inlet; healthy; dive; test. |
| (d) Bill broke the school <i>record</i> for the hundred yard dash. | <i>Record</i> —Write down; an official account; the best yet done; a disc used on a gramophone. |
| (e) The visitor was <i>pounding</i> the door with his fist. | <i>Pound</i> —A unit of weight; a sum of British money; an enclosed place to put stray animals in; strike heavily. |

2. The five words italicized in Part 1 of this question are used on page 260. Write the dictionary meaning which best fits their use in the story.

- (a) *hold*
- (b) *spring*
- (c) *sound*
- (d) *record*
- (e) *pounding*

CHAPTER SIX — REVIEW

A. In each blank write the name of one of the persons of the stories and poems of Chapter Six. Use your reader to make sure of the spelling of these names.

1. caught a squirrel when on his way to ask for a job.
2. did not seem to be able to count his donkeys correctly.
3. had the bad habit of chewing pieces of string.
4. explained to Jack what the Eskimo trader was doing with his typewriter.
5. said nothing, absolutely nothing.
6. told his schoolmates how to pronounce his name.
7. was at first very bold and cruel but became very quiet and gentle.
8. took charge one evening of his uncle's lunch room.

B. The artist who drew the pictures in the stories of Chapter Six had in mind certain sentences or ideas from the stories.

1. Why is the boy in the picture on page 233 scratching his head?

.....

.....

2. Write two lines from *Bad Sir Brian Botany* which are illustrated by the picture on page 239.

.....

.....

.....

.....

3. Write a sentence from page 246 which tells about the tractor shown in the picture on page 247.

.....

.....

4. Write the name of the Eskimo pictured on page 259.

.....

NEVER WORKED AND NEVER WILL

- A. At the left are a number of words from the story. On the line following each one write a word meaning the *opposite*. On the second line write a word from the list at the right meaning the *same* as the given word.

1. old	.....	.....	assist
2. buy	.....	.....	purchase
3. wild	.....	.....	tiny
4. help	.....	.....	gay
5. love	.....	.....	huge
6. happy	.....	.....	novel
7. large	.....	.....	departed
8. work	.....	.....	ancient
9. went	.....	.....	sad
10. lazy	.....	.....	untamed
			affection
			avoid
			slothful
			labor
			rest

- B. Finish these sentences to tell *why*.

1. People from all over liked to talk to the old man because
2. The people who bought Jim Bailey's ducks and geese went away shaking their heads because
3. The lazy children came to the old man's shop to
4. After talking to the people who came to his shop, the old man laughed because

- C. Write a good sentence telling what you think Jim Bailey's *secret* was:

.....

.....

.....

WORD-BUILDING

Longer words are made from shorter, simpler ones by putting syllables either at the beginning or the end. From *safe* we make *unsafe*, *safely* and *safety*. *Un-*, *in-*, and *dis-*, placed at the beginning of a root word often make a word meaning the opposite of the short root word. Among the common syllables placed at the end of words are *-ly*, *-ness*, *-tion*, *-ful*, *-less*, *-ous*, *-y*, *-er*, *-est*, and *-ty*.

Add syllables to the given words to make new ones which will make sense in these sentences.

BRIGHT. The little girl answered
..... when we asked
her name.

BOLD. The boy showed great
..... when he went
alone into the dark wood.

COURAGE. The
..... lad plunged boldly into the stream to
save his companion.

FIERCE. The enemy
..... attacked the little fort.

HEAVY. The bulging pack weighed
..... on the boy's
shoulders.

SPEED. Jean made a
..... recovery from her illness.

CORRECT. His careless answer was quite
.....

CORRECT. The winner's work was all
..... done.

BOLD. The captain
..... advanced towards the enemy's lines.

FORTUNATE. The
..... boy fell over the edge of the rocky
cliff.

FORTUNATE. we
..... were able to help the poor lad before
it was too late.

DANGER. Coal mining is a very
..... occupation.

HELP. The savage guard beat the
..... prisoner with a whip.

HELP. Bill was very
..... to his father in building the new
garage.

ATTEND. Mary paid strict
..... to Miss Brown's instructions.

ATTEND. Alice's was
..... perfect all last month. She was not
absent a single day.

HAPPY. The little
..... girl was crying bitterly.

HAPPY. The children were
..... engaged in their
interesting work.

COMPLETE. Harry is never satisfied to
..... hand in an
piece of work.

COMPLETE. We are looking forward to
the of our
new house.

RIDING A HOBBY

- A. At the left below are printed statements telling what several of the short paragraphs of this selection are about. On the line following each write the number of the paragraph and its first two words.

	<i>Number</i>	<i>First Two Words</i>
1. The individual articles should be arranged and marked in orderly fashion and a separate list kept telling about each.
2. Your interest in your collection will grow greater the more you get to know about each article in it.
3. Simply gathering a lot of specimens together is not riding a hobby and leads to nothing of value.
4. All collecting and arranging of specimens has value, but collecting natural objects has special advantages.
5. You may find some specimen wanted by scientists and then, if you have kept a record of where and when you found it, your collection will be profitable.

- B. Re-write this list of words on the lines in alphabetical order, dividing each word into syllables. In the brackets put the letters of the correct definition.

1. specimen	(.....)	(a) jumble.
2. fossil	(.....)	(b) arranged in groups.
3. hobby	(.....)	(c) made an exact copy of.
4. clutter	(.....)	(d) some article left over from earlier days.
5. relic	(.....)	(e) sample; an article of a certain kind.
6. catalogue	(.....)	(f) list of things.
7. duplicated	(.....)	(g) hardened or stone shape of some animal or plant.
8. classified	(.....)	(h) plant louse; small sucking insect.
9. aphid	(.....)	(i) a substance dug from the earth.
10. mineral	(.....)	(j) an occupation carried on for pleasure.

WHICH PRONUNCIATION?

Certain words have two pronunciations. When used in one way they have the accent on the first syllable. When used in another the accent is on the second syllable. Look at the pronunciations and meanings given and then make up your mind how you would say the word in the sentence at the right. Write the figure (1) or (2) on the line following the sentence. Mark the strong, accented syllable.

EXTRACT

1. eks-trakt'—to take or pull out.
2. eks'-trakt—something which is drawn out.
5. The dentist found it difficult to ex-tract' the tooth. (..1..)
2. The pro-ceeds of the fair went to the Red Cross (.....)

PROCEEDS

1. pro-seedz'—goes forward.
2. pro'-seedz—results; money resulting from a sale.
3. You will have to trans-fer to another school. (.....)
4. There was a great con-trast between the artist's early work and his later paintings. (.....)

TRANSFER

1. trans'-fer—a change over; ticket to go from one car or bus to another.
2. trans-fer'—to change over from one person or place to another.
5. Place a hot com-press on the child's neck. (.....)
6. The sixth race produced a keen con-test. (.....)

CONTRAST

1. kon'-trast—a great difference.
2. kon-trast'—to show great differences that exist between two things.
7. The principal of my old school gave me this trans-fer to bring with me. (.....)

COMPRESS

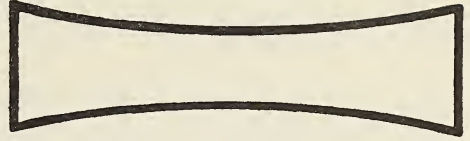
1. kom'-pres—wet pad used to place against some part of the body in sickness.
2. kom-pres'—to squeeze together.
8. The cook put some ex-tract of beef into the soup. (.....)
9. The work pro-ceeds steadily from day to day. (.....)

CONTEST

1. kon'-test—a struggle, a fight, a trial of skill.
2. kon-test'—to struggle or dispute.
10. The conductor asked me for my trans-fer. (.....)
11. I managed to com-press the material into a very small space. (.....)

A FAMOUS MAN AND HIS HOBBY

- A. 1. Here are two lenses. Draw a line under the one which will magnify.



2. Write a sentence from paragraph four which proves that you have underlined the proper lens.

.....
.....

- B. Write *true*, *false*, or *not stated* after each of the following statements; *true* if the story agrees with it, *false* if the story disagrees, and *not stated* if the story does not indicate whether the statement is true or not.

1. Anton Leuwenhoek's boyhood home was in Delft.
2. His linen store never paid.
3. All hobbies turn out to be more valuable than ordinary business.
4. Magnifying glasses are always made of one special kind of glass.
5. A microscope makes things look very, very small indeed.
6. Leuwenhoek was the first man ever to see germs.
7. Scientists learned to combat disease germs more than two hundred years ago.
8. Anton first became interested in grinding lenses before he left Amsterdam.

- C. Write two words used in the story which are made, or partly made, from the Greek word *mikros*, meaning *small*.

(a) (b)

- D. In each of the following sets of sentences, two mean the same and one differs from these two in meaning. Place a cross in front of this different one.

1. (a) Leuwenhoek was the first man to see germs in a drop of water.
..... (b) Germs were first observed in a drop of water by Leuwenhoek.
..... (c) The first man to know what the germs seen in a drop of water really were was Leuwenhoek.
2. (a) Microscopes magnify the tiniest objects so that they can be seen.
..... (b) Only the very smallest objects can be seen when they are magnified under the microscope.
..... (c) The very smallest objects are magnified by the microscope so that they can be seen.

WORDS WITH THE SOUND OF ÈR

Say the word *girl* aloud. Now say the word *her*. The vowel *sound* is the same, although the *spelling* is different. A certain dictionary gives this vowel sound as èr. It tells you to say gèrl for *girl*, and hèr for *her*.

- A. Here are some words printed as the dictionary prints them to show you how to say them. Say them aloud and then write them on the lines correctly spelled in the ordinary way. Some of them are spelled *ir* and some *er*.

tèrm	bèrd	thèrd
stèrn	fèrn	stér
hwèrl	twèrl	pért
sèrv	dĩ-zèrv'	skwért

- B. The words *hurt* and *pearl* also have the sound èr. The èr sound is spelled *ur* or *ear*. Write these words, putting in *ur* or *ear* to give the correct spelling.

hèrt	èrn	lèrn
kèrl	spèr	bèrn
hèrl	èr'lí	sér'lí
pèr	tèrn	kér'lí

- C. Sometimes two words *sound* just the same, but are spelled differently and have different meanings. Write the correct words in these sentences. The word printed after each sentence tells you how to say or pronounce the word.

1. I saw a of cattle. (hèrd)
2. I what you said. (hèrd)
3. Mother has a new coat. (fèr)
4. Our Christmas tree was a little tree. (fèr)

JACK MINER

A. Write the number of each statement in the brackets under the proper heading. Do not put any numbers under the last heading.

1. Jack Miner placed decoys in the lake on his Kingsville farm to encourage wild ducks to alight there.
2. Jack became a good hunter to help feed the family.
3. In 1909 Jack began to band his birds.
4. Jack kept many pets and learned a great deal about their habits.
5. He built a bird hospital in his sanctuary.
6. He caught large numbers of birds in a huge wire cage.
7. The birds seemed to appreciate the care they received and to come for help and treatment.
8. After a while he began to put bible texts on his bird bands.
9. Jack and his wife fed the ducks so that they would want to come again to the lake.

Jack Miner's Boyhood

(.. 2 ..)

(.....)

Encouraging the birds to come to his sanctuary

(.....)

(.....)

Banding the birds

(.....)

(.....)

(.....)

The bird hospital

(.....)

(.....)

Jack Miner's later years

(.....)

(.....)

B. Write two statements similar to the above to go under the last heading and so to complete the summary.

(a)

.....

(b)

.....

C. 1. On page 283 are three words telling what Jack Miner thought about the Canada Goose. Write these words.

.....

2. Now write one of these words suggested by each of these sentences.

(a) The wounded Canada Goose walked five miles through the woods straight to Jack Miner's hospital and honked at the gate.

.....

(b) A Canada Goose will fight hard to protect its mate and its young.

.....

(c) The same geese came year after year to Jack Miner's sanctuary at exactly the same time.

.....

COMPLETING ACTION PICTURES

Underline the group of words which best complete these statements.

1. The boys entered the car and Bob stepped on the starter, but
 - (a) the engine roared into life.
 - (b) the car was soon on its way.
 - (c) the engine refused to start.
2. Harry fetched a stool and Dick climbed up on it, but
 - (a) he put the jar on the top shelf.
 - (b) he could not reach the box he wanted.
 - (c) he just managed to reach the ceiling.
3. The storekeeper had neither currants nor raisins, but
 - (a) we were able to buy a pound of dates.
 - (b) there were no dates in the store.
 - (c) he said he had not had any dates in the store for weeks.
4. Mary switched on the radio and tuned in her favorite station, but
 - (a) the programme she expected to hear came in very well.
 - (b) the programme she wanted to listen to was not on the air.
 - (c) she listened to her usual programme.
5. Next morning Bob woke up very early, but snow had fallen very heavily during the night
 - (a) and he was unable to do the work he had planned.
 - (b) but he could not do the work he wanted to do.
 - (c) but he could not start out as he had planned.
6. At last the rain ceased and the sun came out again, but
 - (a) the roads dried up very soon.
 - (b) we went on with our interrupted game.
 - (c) the bitterly cold wind still made our journey unpleasant.
7. Bill collected rocks to make a fireplace and Harry went into the woods to gather dry branches, but
 - (a) Tom was too tired and lame to do anything towards getting supper ready.
 - (b) Tom carried the baskets to the picnic ground and took out the sandwiches.
 - (c) Tom cleared the ground round about to provide a good picnic spot.
8. Mary's favorite motion pictures are western stories and Anne prefers this kind too, but
 - (a) I like them fairly well also.
 - (b) I would rather see mystery pictures.
 - (c) There is nothing I would rather see, myself.

GAYNECK

- A. The writer of this story often pictures something he wants us to see by *comparing* it to something else. On page 287 he says *Jehore's feathers shone LIKE panther fur*. He uses the word *like* in many descriptions. Find the sentences containing the word *like* suggested below, and write them on the lines.

1. (Page 285)

The bright, glistening, changing colors of a bird's throat are compared to something.

.....

.....

2. (Page 286)

The method of tying a pigeon's wings is compared to the way Mother mends stockings.

.....

3. (Page 287)

The shining whiteness of a certain pigeon is pictured.

.....

.....

4. (Page 289)

The furious way in which Hira and Gayneck tore at each other is described.

.....

.....

5. (Page 289)

The helpless way in which Hira finally slumped to the ground is pictured.

.....

.....

6. (Page 290)

The way in which the pigeon seemed to grow into one solid mass is described.

.....

.....

B. In the four paragraphs on page 286, beginning *Besides Gayneck*, are the following six words. Write them on the lines.

1. A word rhyming with *plane* and meaning *teach*
2. A word rhyming with *here* and meaning *strange*
3. A word rhyming with *nice* and meaning *cost in money*
4. A word rhyming with *discreetly* and meaning *entirely*
5. A word rhyming with *head* and meaning *fine string*
6. A word rhyming with *desire* and meaning *whole*

C. Underline the title which best fits that part of the story beginning *Besides Gayneck* on page 286 and ending on page 287 with *Gayneck in the lead*.

1. Tying the pigeon's wings.
2. How Chan trained his pigeons.
3. How Chan fed his pigeons.
4. Learning to fly farther and farther.

D. 1. On page 285 is a sentence describing Gayneck's qualities. Write this sentence and underline the three words naming the three qualities which made him a great bird.

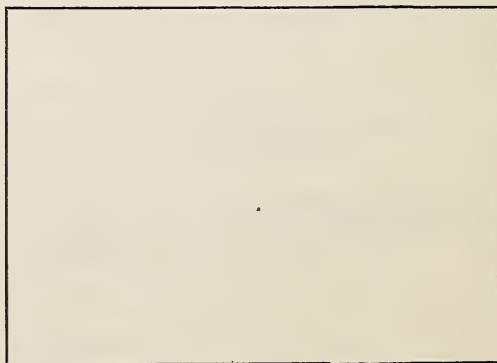
.....

.....

2. Write a group of seven words from page 285 which tells that Gayneck could find his way very well for great distances.

.....

E. Using the illustrations on pages 285 and 289 as guides, draw a carrier pigeon standing and facing left.



WHO WAS THE WRITER?

Here are four accounts of an inter-school relay race at a recent track meet. One was written by an outside reporter. As you read the four accounts, decide who wrote them and tell on the line following each one who the writer must have been.

1. Everybody was almost wild with excitement when our teams lined up for the final relay race. All three schools had scored practically the same number of points up to then and each school was pulling hard for its own team in the last race. This race would decide the championship of the meet. Right from the crack of the starter's pistol Charlie led the way and had a good lead by the end of the lap. But then either he or Bert fumbled in passing the baton and Bert started off at least ten yards behind. But you should have seen him run! I'm sure we just lifted him along with our cheering, and you could see that every one of our fellows was determined to make up for the dropping of that baton. Well, every runner made up a little ground and we began to have hope again. When Harry started the last lap he was at least four yards behind the Macdonald boy. Each school had kept its best runner for this last lap. But Harry's feet hardly seemed to touch the ground. Every stride brought him nearer the Macdonald runner. He passed him. About five yards from the finish he seemed to be even with the Borden boy. We yelled and yelled. From where I stood I thought he had passed him, but the Borden boy just managed to hold him and the very last jump put him about an inch ahead of Harry as he breasted the tape. Laurier came second, but we certainly gave the Borden team a run for their money.
.....
2. The annual track meet of the Borden, Laurier and Macdonald Schools was held on Friday. The outstanding event of the meet was the final relay race. The championship of the meet was still in doubt when this race began, and excitement ran very high. Laurier's first runner far out-distanced the other two but failed to pass the baton to the second runner, who started well behind the others. However, the Laurier boys were game. Each one gained a little, and Harry Blackman, their last runner, made a splendid effort. His running was easily the most spectacular of the whole meet. Hugh Darby, Borden's captain, was a bare couple of inches ahead at the tape.
.....
3. It was all my fault! Why did I have to fumble and drop the baton? If I had taken it properly we should have won the relay and the inter-school championship. Every other boy on the team did a wonderful job. Poor Harry, how he burned up the track! My heart almost stopped when he passed the Macdonald runner and began to gain on the Borden boy. We are all proud of him. In fact, everybody says he is one of the fastest sprinters in the whole country.
.....
4. Our three schools have held track meets for some years, but I recollect no more exciting finish than this year's. The result of the deciding relay race was in doubt until the very last moment. I am very proud of our team and delighted that the boys brought the championship to our school. However, I feel that the wonderful courage shown by every member of the Laurier team after the unfortunate dropping of the baton by the second runner was one of the finest things ever seen at any track meet.
.....

THE SKI TOURNAMENT

A. Underline the best answers:

1. *You can do it if you think you can* means *You can do it*
(a) if you try hard.
(b) if you have confidence in yourself.
(c) if you think carefully about it.
(d) if you are really skillful enough.
2. *Is there anyone who can double for her?* means
(a) Is there anyone to accompany her?
(b) Can anyone go along with her?
(c) Is there anyone who can take her place?
(d) Is there anyone who can do twice as well?
3. *Shannon looked at Terrill, her face white.* (Page 294). Shannon's face was white
(a) with the pain of the broken arm.
(b) because Dr. Bennett had just found that her arm was broken.
(c) with sympathy for Terrill.
(d) because she was anxious about next day's ski competitions.
(e) with fear.
4. The "*racing fever*" Bart spoke of was really an attack of
(a) confidence.
(b) over-confidence.
(c) nervousness.
(d) a desire to race very, very fast.

B. What is really meant by the following?

1. (Page 294) Have to keep it on the shelf for a while.

.....

.....

2. (Page 296) It wasn't the cold that made Terrill shiver.

.....

.....

3. (Page 299) Her skis seemed set in cement.

.....

.....

C. In ski-jumping many mistakes may be made which will prevent a perfect landing. The first four girls to jump each made a different mistake. Complete these sentences to tell what these mistakes were.

1. The first girl
2. The second girl
3. The third girl
4. The fourth girl

D. 1. The word *langlauf* is made from a word meaning *long* and a word meaning *run*. Without looking at your dictionary, underline the meaning which best fits the word.

Langlauf (lang-lowf) means

- (a) a cross-country ski race.
 - (b) a ski-jumping contest.
 - (c) a ski pole.
 - (d) a quick downhill run on skis.
2. On page 296 is the sentence *The trip across the iron hills was tedious*. *Tedious* means
- (a) long and tiresome.
 - (b) difficult.
 - (c) exciting.
 - (d) dangerous.

E. 1. The sentence *That would be even worse than disgracing her father and mother* begins on the last line of page 298. What does the word *that* mean in this sentence?

.....
.....

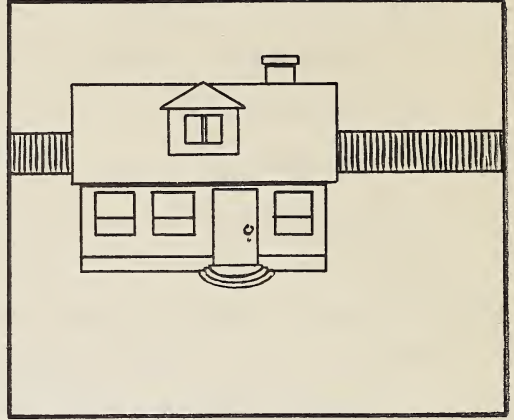
2. On page 297 is the sentence *When it comes, just keep your eyes on the course*. What does the word *it* stand for in this sentence?

.....

CAN YOU FINISH THESE DRAWINGS?

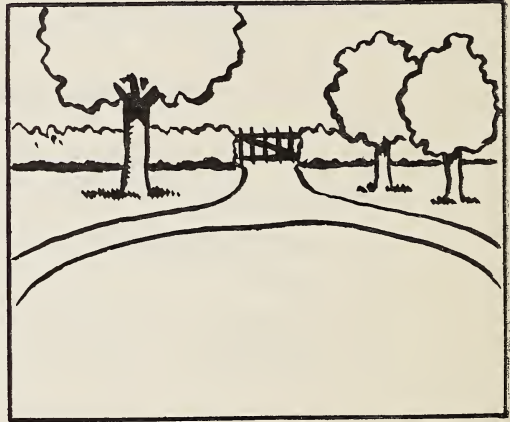
1. The living room of this house is on one side of the front door, and the front bedroom on the other. The living room has two windows. The walk leads forward a little way from the front steps, then swings across in front of the living room, and then forward again to the front gate. A tree is growing close to the corner of the house near the front bedroom.

Draw the walk and the tree, and put curtains up to the living room windows. Make a little flower bed between the walk and the living room.



2. Mr. Henry's garden has a hedge around it. In this hedge is a gate. From the gate a path leads into the garden and branches off to left and right. On the inside of this path is a beautiful lawn on which there is a bench right opposite two small trees. In the lawn across the path from a very tall tree, there is a goldfish pool with flowers growing around it.

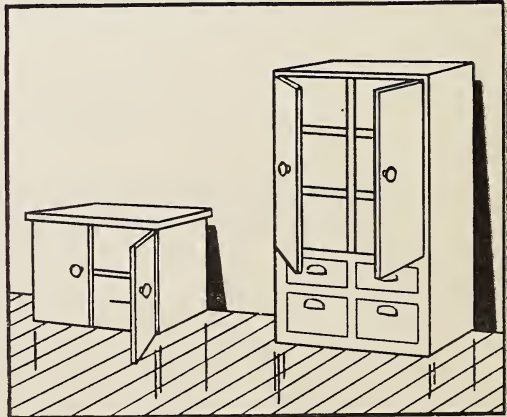
Draw the bench and the goldfish pool.



3. At exactly three o'clock one Saturday afternoon, Harry arrived home and went into the kitchen. He was very hungry and asked if he might have a glass of milk and a cookie. His mother gave him permission to get the milk out of the low cooling cupboard and two cookies from the cookie jar on the top shelf of the large kitchen cupboard. The jar was always kept at the right-hand side of this shelf.

Place a letter *M* where the milk was kept and a letter *C* where the cookie jar was to be found.

Draw a picture in a frame on the wall above the cooling cupboard and a clock half way between the picture and the large kitchen cupboard.



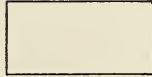
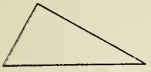
4. Learn the names of these shapes or figures:

TRIANGLE

SQUARE

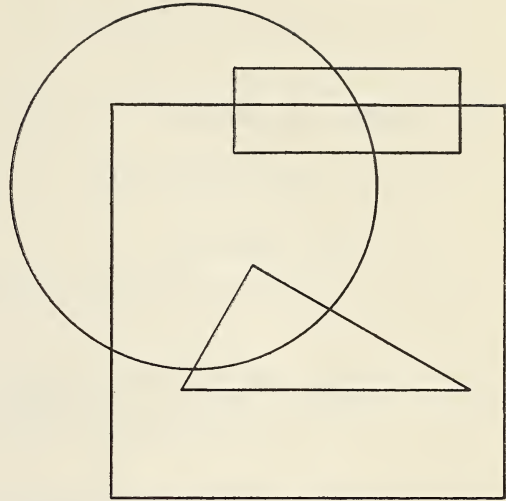
CIRCLE

RECTANGLE

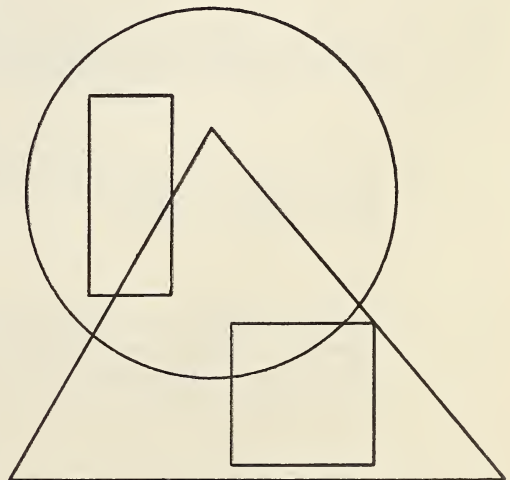


At the right these figures have been drawn. Look carefully at this drawing at the right and answer the following questions by writing the proper word or number in the right place.

- The is drawn entirely inside the
- Place the number **1** in that part of the circle which lies entirely outside the square.
- Place the number **2** in that part of the square which is entirely outside the circle.
- Place a figure **3** in that part of the triangle which is in the square and also in the circle.
- Place a figure **4** in that part of the rectangle which is in the circle and also in the square.



- The is drawn entirely inside the triangle.
 - Place the figure **1** in that part of the circle which is outside the triangle.
 - Place the figure **2** in the left hand part of the triangle which is outside the circle.
 - The lies entirely within the circle.
 - Place the figure **3** in that part of the square which is in both the circle and the triangle.



DRAGONETTE

- A. Name two things the boy in this story saw which made him want to fly.

.....

.....

- B. Number the following in the order in which the boy made them.

- | | |
|---|----------------------------|
| (.....) a man-carrying glider | (.....) small model planes |
| (.....) the Dragonette | (.....) man-carrying kites |
| (.....) a wing to help to fly on his bicycle. | |

- C. 1. Where did the trials with the Dragonette take place?

.....

2. How many attempts at flying were made?

3. What caused the Dragonette to slew to the right and crash?

.....

.....

- D. 1. Find a sentence in the first paragraph consisting entirely of one-syllable words, and write the longest word in it.

.....

2. One sentence in the first paragraph has six two-syllable words. Write the longest word in that sentence.

.....

3. In most of the two-syllable words in this story, the first syllable is the strong one. *Sum'mer*, *won'der*, and *cool'ness* are of this type. On page 303 find four two-syllable words in the paragraph beginning *About this time*, in which the *second* syllable is the strongly accented one.

.....

.....

4. On the lines at the left write the first six three-syllable words that appear in the story. Re-write these words on the lines at the right in alphabetical order, divide them into syllables, and mark the strongly accented syllables.

(The answer has been begun for you.)

(a) *Grandfather's*

1. *ban'is ter*

(b)

2.

(c)

3.

(d)

4.

(e)

5.

(f)

6.

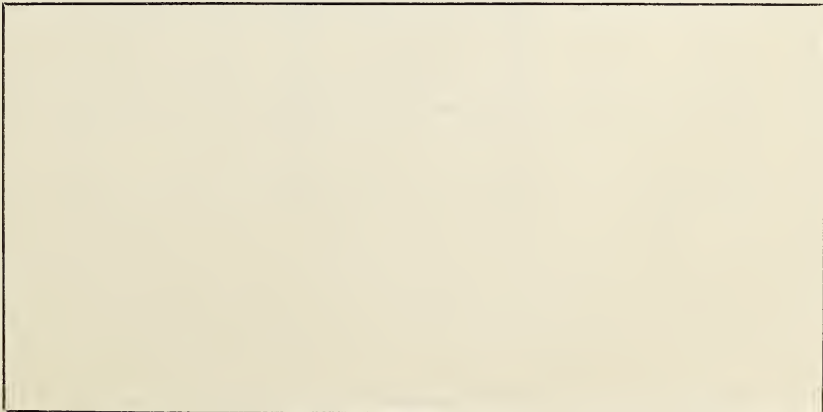
- E. 1. The picture at the bottom of page 305 illustrates a paragraph somewhere on page 305 or page 306. Write the first seven words of this paragraph.

.....

2. Write the first seven words of a paragraph from page 304 which indicates that the young airplane builder was proud of the Dragonette when he had finished building it.

.....

- F. Using the picture on page 304 as a guide, draw the Dragonette going away from you to the left.



A WORD PUZZLE

In one of the frames at the right are four words. The top one is HAS. One letter changed gives us the word HAT. Again one letter changed gives the word MAT. Finally one more letter changed gives MET.

HAS
HAT
MAT
MET

Now try this one. Start with the word BAD, change one letter each time, and finish with the word PEN. We need P instead of B, E instead of A, and N instead of D. We can put P in place of B and still have a real word, PAD. Now from this new word PAD we can make another word by putting N instead of D. Write this new word on the line below PAD. One more change will give us the word PEN.

BAD
PAD
.....
PEN

A. Now try these puzzles. Start with the top word, change *only one* letter each time, write a *new word* on each line, and finish with the bottom word.

TEA	CAT	HEN	CUT	MET
.....
.....
POT	DOG	P I G	HAY	CAR
MAY	BUN	NOT	SAW	SLY
.....
.....
SIT	CAT	FAR	FLY	RAT

BALL	SILK	TURN	COME	TALE
.....
.....
.....
TIME	MANE	BALE	BARN	BOIL
HAIR	BELL	LINE	TAIL	RAIN
.....
.....
.....
BELL	TAME	CART	SOUP	TILL

B. Can you make five 3-letter puzzles of this kind to give to your friends to do?

SIT	CAR	.....	.....	.....
.....
.....
.....

CHAPTER SEVEN — REVIEW

The pictures on this page suggest certain lines or sentences from the poems and stories of Chapter Seven. Write these sentences opposite the proper pictures.



(Page 272)



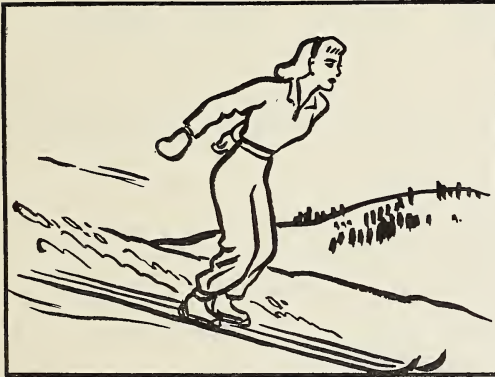
(Page 278)



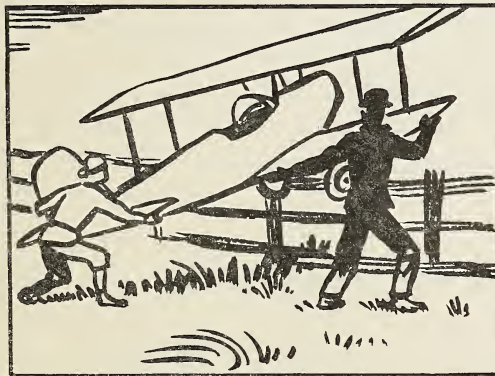
(Page 281)



(Page 287)



(Page 299)



(Page 305)

CHEN PLAYS THE GAME

A. Five of these headings fit the first five paragraphs of the story. Number these five, 1 to 5. Leave one heading unmarked.

- (a) Difficulties in the way of escape.
- (b) An opportunity to escape.
- (c) Chen intends to try to escape.
- (d) Kai Lung saves Chen.
- (e) The caravan of camels.
- (f) A mad camel.

B. The story contains words made from those listed at the left. Write them on the lines. Other words may be made in exactly the same way from the words listed at the right.

Page 328: disappoint	.....<i>disappointment</i>	agree	.....<i>agreement</i>
“ 328: west	.....	east	.....
“ 328: hope	.....	care	.....
“ 328: obedient	.....	appear	.....
“ 329: free	.....	wise	.....
“ 330: comic	.....	magic	.....
“ 331: angry	.....	merry	.....
“ 332: recollect	.....	perfect	.....
“ 333: worthy	.....	satisfactory	.....

C. At the very end of the story is the sentence *The words would not come.*

1. What did Chen really want to say?

He wanted to say that

.....

2. Why did he not say anything?

He did not speak because

.....

USING AN ENCYCLOPEDIA

The eight volumes of a certain encyclopedia are marked in this way:

VOL. I	VOL. II	VOL. III	VOL. IV	VOL. V	VOL. VI	VOL. VII	VOL. VIII
—	—	—	—	—	—	—	—
A	DON	GAG	JEN	MUD	PAS	SAS	URF
—	—	—	—	—	—	—	—
DOM	GAF	JEM	MUC	PAR	SAR	URF	ZYM

A. Write the number of the volume in which you would expect to find information on each of these subjects:

- | | | |
|--------------------|--------------------|----------------------------|
| 1. Canada | 6. France | 11. Alaska |
| 2. Ontario | 7. elephants | 12. British Columbia |
| 3. Quebec | 8. zebras | 13. coal |
| 4. Winnipeg | 9. Toronto | 14. Liverpool |
| 5. Vancouver | 10. New York | 15. Honduras |

B. When looking for information about a person, use the initial letter of his surname (last name) to decide which volume to look at.

When names contain more than one word, use the more important one. When looking up *Atlantic Ocean*, think of the word *Atlantic*.

Write the numbers of the volumes which would probably contain information about the following:

- | | |
|------------------------------|---------------------------------|
| 1. John Cabot | 9. Sir Wilfred Laurier |
| 2. Alexander Mackenzie | 10. King Alfred |
| 3. Sir James Douglas | 11. Theodore Roosevelt |
| 4. Horatio Nelson | 12. Franklin D. Roosevelt |
| 5. Niagara Falls | 13. Guglielmo Marconi |
| 6. Fraser River | 14. Thomas A. Edison |
| 7. St. Lawrence River | 15. Sir Arthur Currie |
| 8. Lake Superior | 16. Pacific Ocean |

PRIVATE VALOR

A. Number these sentences in the order in which the action took place.

- (.....) Smoky Smith enlisted in the Seaforth Highlanders.
- (.....) The Seaforth Highlanders were sent to Italy.
- (.....) The Seaforths were instructed to cross the Savio River.
- (.....) Smoky was recommended for the Victoria Cross.
- (.....) Smoky was wounded.
- (.....) The King pinned the Victoria Cross on Smoky's tunic.
- (.....) The Seaforths sailed for Britain.
- (.....) Tanks and anti-tank guns came to the support of the Seaforths.
- (.....) Smoky put an enemy tank out of action.
- (.....) Smoky helped his wounded comrade to shelter.

B. Find groups of words on the pages mentioned having the following meanings. Write them on the lines.

1. (Page 335) joined the army with the rank of private.

.....

2. (Page 336) took the position they were trying to get possession of

.....

3. (Page 337) went back in disorganized fashion.

.....

4. (Page 338) stood solidly against the enemy.

.....

RHYTHM

1. The fourth line of each verse of this poem has not been printed in its proper place. From those printed just below it, choose the one with the best meaning and rhythm. Write it on the line provided. Be prepared to tell *why* you think this line is more suitable than the others.
 2. Write a suitable title for the poem on the line above it.
-

- (1) I love to see the autumn leaves
Fall fluttering to the ground,
Turning, twisting as they fall,
-

- (a) And twirling round and round.
(b) To cover the ground around.

- (2) They cover field and woodland path
With yellow, red and brown;
They form a playground where I love
-

- (a) To play when I'm in town.
(b) To scamper up and down.

- (3) It's fun to run and romp and race
Where leaves lie deep and dry,
And hear the rustling, swishing sound
-

- (a) Like a baby's lullaby.
(b) They make as I go running by.
(c) Of the leaves as I go by.
(d) They make as I chase by.

- (4) But better still, I like to toss
Big armfuls in the air,
And see them whirled off by the wind
-

- (a) Which takes them off somewhere.
(b) Which strips the trees all bare.
(c) And scattered everywhere.
(d) And scattered somewhere.

- (5) I laugh to see them sail away,
And the wind laughs with me too;
For the playful wind enjoys his fun
-

- (a) As well as either I or you.
(b) As much as children do.
(c) Just as well as you can do.
(d) Even more than you can do.

LACROSSE AS THE INDIANS PLAYED IT

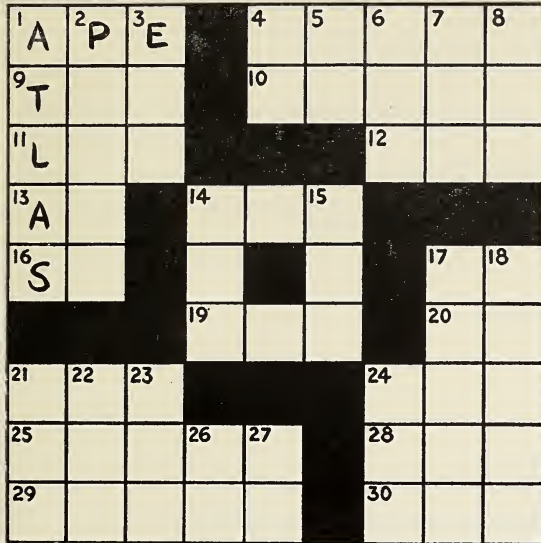
- A. Eight of the ten headings given below fit the eight paragraphs of this short selection. Number these headings from 1 to 8 to show which paragraph each one fits. Do not put any number in front of the two headings which do not fit any paragraphs.

- (.....) Preparation for the game at Mohawk Village.
(.....) How the score was kept.
(.....) A quarrel at an Indian lacrosse game.
(.....) The rules of modern lacrosse.
(.....) A council of peace.
(.....) The two teams.
(.....) The Senecas win the game.
(.....) A hard, exciting game.
(.....) Starting the game.
(.....) The prizes for the winners.

- B. Find words on the pages mentioned below which are made from the words given at the left. Write the words on the lines and then write words made *in the same way* from the words printed at the right.

- | | | | |
|-----------------------------|----------------|---------------|----------------|
| 1. (Page 342) message | messenger..... | passage | passenger..... |
| 2. (Page 342) reason | | comfort | |
| 3. (Page 343) great | | easy | |
| 4. (Page 343) muscle | | single | |
| 5. (Page 343) differ | | confer | |
| 6. (Page 344) beauty | | plenty | |
| 7. (Page 344) play | | drive | |
| 8. (Page 344) mortify | | purify | |

A CROSSWORD PUZZLE



Two-letter, 3-letter, and 5-letter words will answer this puzzle. Some words go across from left to right. Some go down.

Beginning in square (1) a 3-letter word goes across and a 5-letter word goes down. Look at the explanations and sentences below the puzzle.

A tailless animal somewhat like a monkey tells you that the three-letter word going across is APE. This is printed in for you. The blank in the sentence, *My contains sixty pages of maps*, is best filled by the word ATLAS. This 5-letter word goes down from square No. 1. It is printed in the puzzle for you. It is also written in the blank in the sentence. Now go ahead. Print neatly in the puzzle and write the correct word in the blank when a sentence is given to show what it means and how it is used.

ACROSS

1. A tailless animal somewhat like a monkey.
4. The hunter at the bear and pulled the trigger.
9. Many foods are put in cans.
10. Light a fire in the
11. A boy is sometimes called a
12. Benjamin is called for short.
13. I have a banana and orange.
14. A is something like a very large mouse.
16. In that way; therefore.
17. The capital of Canada Ottawa.
19. Spoil the beauty of; injure.
20. He failed; he had success at all.
21. We drove to town in a
24. A girl's name
25. I worked hard to pull the two pieces
28. A very small drink, to drink little by little.
29. There used to be many slaves in the southern section of the United States.
30. We always cash for our groceries.

DOWN

1. My *atlas* contains sixty pages of maps.
2. A large musical instrument with black and white keys.
3. The close; the finish; the last part.
4. I will come soon I can.
5. is raining.
6. An angry of people made the streets unsafe.
7. December 31 is New Year's
8. We stumbled upon a of thieves.
14. Edge; border; brim; margin.
15. The road was coated with thick, black
17. A country of Asia. Columbus thought he had found a new way to this country, and so the natives of America are called Indians.
18. Wet with soap.
21. I opened a of condensed milk.
22. The same as number 1 across.
23. I took a clean to polish the silver cup.
24. A small poisonous snake.
26. Short for Railroad.
27. We go school every day.

CHIPS TAKES THE AIR

- A. The boys in this story belong to two clubs, the
and the
- B. Both groups of boys showed good sportsmanship, the Avengers by
..... and the Truck Horses by
- C. 1. On page 362 is the sentence "*Tommy was too sick to speak.*"
Underline the best answer.
Tommy was sick
(a) with fright
(b) with pain
(c) with excitement
(d) with disappointment.
2. On page 363 is the sentence "*Tommy felt his mouth sag open.*"
Underline the phrase below which fits best at the end of this sentence.
(a) with excitement
(b) with disappointment
(c) with surprise
(d) with delight.
- D. Underline the best answers:
1. The Truck Horses went to the meet as the Avengers'
(a) assistants; (b) competitors; (c) judges; (d) friends.
2. Before the Truck Horses' plane crashed, Buzz
(a) offered the Avengers some special gas.
(b) came to the Avengers with dirty streaks around his eyes.
(c) stepped on Chips' wing.
(d) told the Avengers about the thermal currents over the swamp.
- E. On the pages mentioned find words having the following meanings.
1. (Page 367) last, coming after all others
2. (Page 367) told what was about to happen
3. (Page 367) joyfully victorious
4. (Page 368) round and round
5. (Page 368) give up claim to
6. (Page 362) trying things out
7. (Page 363) in a way that shows mistrust
8. (Page 364) clashed together

CHAPTER EIGHT — REVIEW

- A. If you write the proper names on the lines, these sentences will tell about what some of the people of Chapter Eight did.

Look at your reader to make sure how to spell the names. Remember to put capital letters for the titles of stories and poems.

1. In the story, the challenged the to a game of lacrosse.
2. thought of a way in which the garrison of Fort could escape from the
3. In the story, refused to give up the bandit,, to the police because he had saved him from the mad
4. In the story, the leader of the Truck Horses, helped the to fly their model plane.
5. In the story, made it possible for the men of his battalion to hold the bridgehead across the River against the

- B. Here are certain things which happened in the stories of Chapter Eight. Tell what had happened *just before*.

1. Kai Lung, carrying a sack of grain, walked along with his hand on Chen's shoulder.
.....
.....
2. Radisson tied the last pig left in the fort to the string of the latch.
.....
.....
3. In the story *Chips takes the air*, Mr. Carstairs called over the public address system for the Truck Horses.
.....
.....

THIRTY MILLION YEARS AGO

A. Here are headings which fit some of the paragraphs of this story. Write the number of the correct paragraph in the bracket after each heading.

1. A world of gigantic things. (.....)
2. The coming of the mammals. (.....)
3. Mammals replace dinosaurs. (.....)
4. The improvement of the mammals. (.....)

B. Number these statements to show the order in which the things happened.

- (a) The land bridges connecting the continents were broken down.
 (b) Mammals appeared on the earth.
 (c) A sea covered the prairies of Canada.
 (d) The dinosaurs died out.

C. Arrange these words in alphabetical order on the lines at the left. Then write them again on the lines at the right, dividing them into syllables and marking the accent.

shallow
mammals
improve
imprison

immense
themselves
compete

hundred
happen
picture

1.*compete*..... *com - pete'*.....
2.
3.
4.
5.
6.
7.
8.
9.
10.

NOTE:

Usually, when two or more consonants come together in a two-syllable word, put one consonant at the end of the first syllable and the others at the beginning of the second syllable.

WHICH IS THE DIFFERENT SENTENCE?

One of the sentences in each group does not mean the same as the others. Underline *this* different one.

1. (a) Seeing the mischief, the hunter ran into the cottage to tell Katrinka.
(b) The hunter ran to the cottage to tell Katrinka when he saw the mischief.
(c) The hunter ran to the cottage and told Katrinka about the mischief.
2. (a) The hunter tied ropes around the bears' necks and led them out of the village.
(b) The hunter led the bears out of the village and then tied ropes around their necks.
(c) Tying the ropes around the necks of the bears, the hunter led the animals out of the village.
3. (a) The hunter expected Katrinka to show him the bears with great pride.
(b) Katrinka showed the bears to the hunter with great pride.
(c) The hunter thought that Katrinka would show him the bears with great pride.
4. (a) It is easy to go from the village to the city.
(b) Going to the city from the village is easier said than done.
(c) It is easier to talk about going to the city from the village than to do it.
5. (a) They were always either up to mischief or rolling on the floor under her feet.
(b) They were always up to some mischief when they were rolling on the floor under her feet.
(c) When they were not up to mischief they were rolling on the floor under her feet.
6. (a) If the bears were caught in some trouble out doors, they instantly ran into the cottage.
(b) If the bears were caught in some trouble outdoors they at once left the cottage.
(c) The bears ran into the cottage at once if they were caught in some trouble out of doors.
7. (a) "Well," he thought, "Maybe the bears have run away to the forest."
(b) He thought that perhaps the bears had run off to the forest.
(c) He thought that the bears would run away to the forest.
8. (a) The hunter untied the ropes when they reached the forest.
(b) When they came near the forest, the hunter untied the ropes.
(c) The hunter unfastened the ropes when they got close to the forest.
9. (a) The whole city turned out to join the growing crowd.
(b) Everyone in the city went outdoors to become part of the growing crowd.
(c) The city became very crowded.
10. (a) The hunter could see for himself what mischief they did.
(b) "See for yourself", she said to the hunter, "what mischief they do."
(c) She told the hunter to see for himself what mischief they did.

PLATYPUS AND ECHIDNA

A. After reading the two short selections about these animals, close your readers. Now on the short lines below write *P* if the statement is about the platypus and *E* if it is about the echidna. Write both *P* and *E* if it refers to both. Write *N* if the statement is true about neither.

1. Has a tail like a beaver's
2. Lays two round, soft-shelled eggs
3. The under surface of her body is very soft
4. Lives in Australia
5. Is almost as broad as long
6. Lives in the forest
7. Is a very odd-looking creature
8. Lives in dry desert regions
9. Is carried for a long time in his mother's pouch
10. Is a prickly, spiny creature
11. Builds a warm, fur-lined nest in a tree
12. Lives on ants and other insects
13. Does not leave the burrow till her babies are a month old
14. Digs a burrow just above the surface of the water in a river bank
15. Seems to have no ears
16. Has no home of any kind
17. Has a bill like that of a duck
18. Can fly by means of large folds of skin which serve as wings
19. Dries himself as he enters his burrow
20. Pulls a little flap of skin over his claws when not digging

SIMILAR-SOUNDING WORDS

A. There are many pairs of words having the same sound but different spellings and meanings. *Dear* sounds like *deer*, *their* like *there*, *site* like *sight*, and so on. A pronouncing dictionary tells you this by re-spelling these words in exactly the same way. *Dear* and *deer* and both re-spelled *dē*; *site* and *cite* are pronounced *sīt*.

Look at the little words at the bottom of this exercise to see how the vowels are sounded. Fill the blanks in each of the following sentences with a word sounding as shown at the left. The first sentence is done for you.

1. *sē* (a) I can*see*..... you quite clearly.
 (b) The was very calm yesterday.
2. *hōl* (a) The of the pie was eaten.
 (b) We dug a deep in the garden.
3. *sīt* (a) This is a splendid for a summerhouse.
 (b) We live in of the mountains.
4. *sāl* (a) We went for a up the inlet.
 (b) These goods are for very cheap.
5. *stēl* (a) Damascus was highly prized for making swords.
 (b) The burglar tried to away unobserved.
6. *nīt* (a) Lancelot was a of the Round Table.
 (b) A strong wind sprang up during the
7. *tēr* (a) Take the first to the right.
 (b) A is a sea bird something like a gull.
8. *brēd* (a) I bought a loaf of from the baker.
 (b) The winner of the first prize was a well animal.
9. *bāl* (a) The farmer has a of hay in his wagon.
 (b) We had to out the water.
10. *bār* (a) The trees are quite in winter.
 (b) The awakened from his long winter sleep.

hat (*hăt*), cage (*kāj*), pet (*pět*), street (*strēt*), is (*īz*), ice (*īs*), pot (*pőt*), boat (*bőt*), cut (*kūt*), use (*ūz*), her (*hēr*), stair (*stār*).

B. One of a pair of similar-sounding words is printed for you. Write another word having the same sound and show how the words are pronounced. The first one is done for you.

1. pear*pair*.....*pār*.....
2. soul
3. plane
4. seen
5. peace

CODE MESSAGES AND MARKINGS

A. A storekeeper often marks his goods in such a way that his customers can not understand his markings. Examine this figure and note the lines which enclose, or partly enclose, each figure, 1, 2, 3, 4, etc. Using these lines, we can let \sqcup stand for 1, \sqcap for 2, \sqsubset for 3, \sqsupset for 8, and so on. If we use \wedge for 0 we have a simple code for marking prices.

1	2	3
4	5	6
7	8	9

1. Write prices for which these code markings stand. (The prices are in cents.)

- | | | |
|------------------------------|--|--|
| (a) $\sqcup \sqcup$ | (f) $\sqcap \sqsubset \sqcup$ | (k) $\sqcup \sqcap \sqcap$ |
| (b) $\sqcup \sqcap$ | (g) $\sqsupset \sqcap \wedge$ | (l) $\sqsubset \wedge \wedge$ |
| (c) $\sqcap \sqsupset$ | (h) $\sqsubset \sqsupset \sqcap$ | (m) $\sqcap \sqsubset \sqsupset$ |
| (d) $\sqsupset \wedge$ | (i) $\sqcup \sqsubset \sqsupset$ | (n) $\sqcup \sqsubset \sqsupset$ |
| (e) $\sqcap \sqsupset$ | (j) $\sqsupset \sqsubset \sqcup$ | (o) $\sqsupset \wedge \sqcap$ |

2. Write these prices in code.

- | | | |
|-----------------|------------------|------------------|
| (a) \$.56 | (e) \$1.34 | (i) \$2.36 |
| (b) \$.78 | (f) \$2.05 | (j) \$3.47 |
| (c) \$.05 | (g) \$6.00 | (k) \$4.32 |
| (d) \$.42 | (h) \$3.79 | (l) \$5.00 |

- B. Some secret codes for transmitting important messages are very difficult to read or decipher. We must have a key to help us.

A simple code may be made by writing, in place of each letter of the message, the one which follows it in the alphabet. B is written for A, K for J, T for S, and so on. The last letter Z is replaced by A.

1. Using this code, decipher these messages:

(a) XBS IBT CFFO EFDMBSE

.....

(b) UIF NFFTFOHFS XJMM BSSJWF UPNPSSPX

.....

(c) J IBWF PCUBJOFE UIF SFRVJSFE JOGPSNBUJPO

.....

2. Write these messages in this code.

(a) YOUR LETTER RECEIVED

.....

(b) THE PLANE WILL LEAVE AT MIDNIGHT

.....

- C. A code very similar to the one above is used in this message. Can you find out how to read it?

Message: PLEASE RETURN AT ONCE

Code message: OKDZRD QDSTQM ZS NMBD.

1. Using this code, write these messages.

(a) HAPPY BIRTHDAY.

.....

(b) THE TRAIN WILL BE DELAYED TWO HOURS.

.....

2. Decipher these messages.

(a) SGD CNBSNQ VZR GDQD Z LNLDMZ ZFN.

.....

(a) SZJD SGD EHQRS SQZHM SNLNQQNV LNQMHEF.

.....

IN THE HIPPO DEN

- A. The animals mentioned on pages 390 and 391 moved in very different ways. Four different words tell how the hippopotamus Fatima, the elephants, the camels, and the zebras moved. Write these four words after each description and then write the name of the animal or animals moving in this way.

	WORD	ANIMAL
1. Walked slowly, dragging or scraping her feet.
2. Ran fairly fast lifting the knees smartly.
3. Walked with firm, long steps.
4. Moved with the noise of jangling iron chains.

- B. On page 390 is the sentence *The hippo was as clumsy at eating as at moving to and from its tank*. What word on page 389 suggests that the hippo was clumsy?

.....

- C. In what way are the camel and the hippo similar?

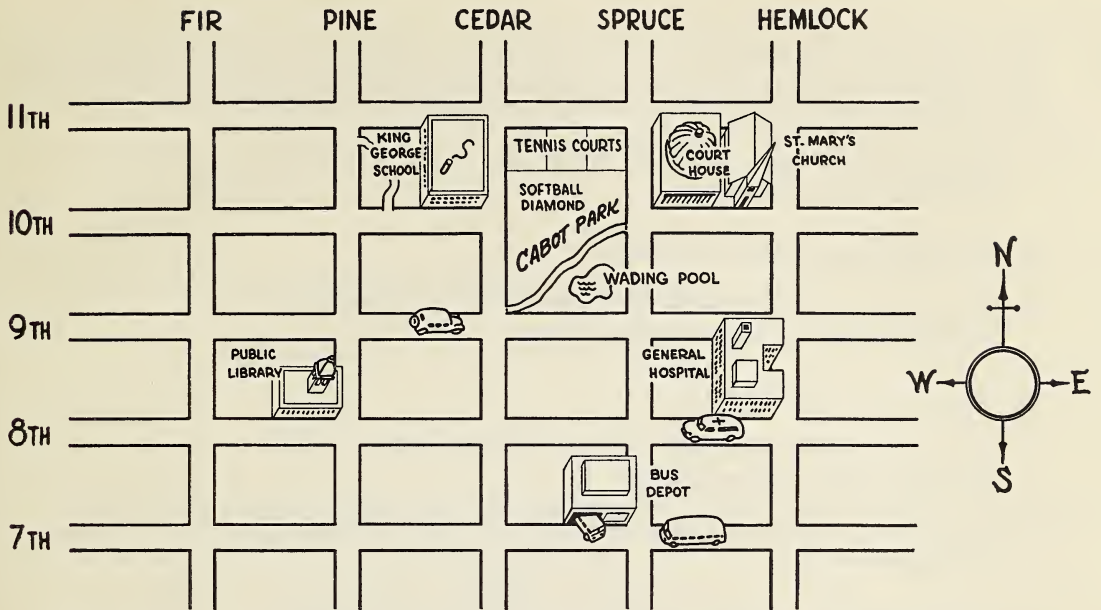
.....

.....

- D. On page 390 is a paragraph beginning *She doesn't*. Find words in this paragraph having these pronunciations and write them on the lines.

fīlz	stā	klōz
nōn	sām	gōz
tīm	nōz	bā'bī
sīz	sīks	kām'l

FINDING YOUR WAY IN THE CITY



Bob Hartley lives in a house on the north-east corner of Pine Street and Eighth Avenue. His chum, Harry Townley, lives at the north-west corner of Pine Street and Tenth Avenue.

Draw little houses to show where they live. Harry's house is blocks

..... of Bob's. To go to the Public Library, Bob simply

..... When they play tennis at Cabot Park usually

calls for because

When she goes to the park on summer days, Bob's little sister likes to go to the

..... corner, where there is a

..... lives blocks nearer the Bus Station than

.....

When Bob goes to school, he usually walks blocks

and then turns to the school gate opening on Avenue.

State exactly which way you think Bob will take to go to St. Mary's Church on Sunday morning. He takes the shortest and pleasantest route. He will walk

.....

.....

.....

ARE GIRAFFES ALL RIGHT?

A. After each of the following statements write *agrees*, *disagrees*, or *not stated*. Write *agrees* if the statement is true *according to the story*, *disagrees* if it is untrue *according to the story*, and *not stated* if the story does not tell us whether it is true or not.

1. Because of his long neck, the giraffe can easily crop low-growing plants and grasses.
2. The giraffe often sleeps standing up.
3. The most perilous moments of a giraffe's life are when he is standing asleep among the mimosa trees.
4. Giraffes are found in Africa.
5. Lions and giraffes often hide near water holes, ready to spring out and catch a careless drinker.
6. Giraffes are in greater danger of being killed while drinking than antelopes are.
7. Giraffes protect themselves chiefly by means of their horns.
8. The giraffe's skin is very tough.
9. The giraffe is a strong swimmer.
10. The giraffe's tallness helps him to escape his enemies.

B. Underline the best answer:

1. The dark patches on the giraffe's skin and the light lines between them serve to protect him from his enemies, particularly
 - (a) when he is out in the sunlight of the open plains.
 - (b) when he is standing asleep among the mimosa trees.
 - (c) at night.
 - (d) when he is feeding on grass and low-growing leaves.
 - (e) when he is drinking at a water hole.
2. On the lines below explain why you chose the answer you underlined in question B. 1. (*Certain sentences on page 395 will help you.*)
.....
.....

C. 1. Write three words from the fourth paragraph suggesting the idea of *danger*.

.....

2. Many animals *graze* on the low-growing grasses.

Giraffes on the leaves of the highest trees. (Use a word from page 394).

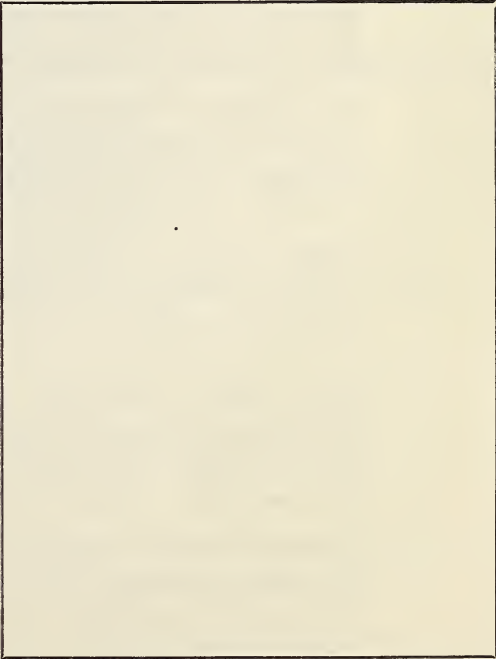
D. In what way does a giraffe resemble the desert-dwelling camel?

.....
.....

E. In the fifth paragraph of the story are words having these pronunciations. Write the words on the lines.

- | | | |
|------------------|---------------|--------------|
| 1. pōz | 2. rēch | 3. lēp |
| 4. jī-rāf' | 5. slō | 6. fīt |
| 7. tāk | 8. ī | 9. līf |

F. If the story indicates that the giraffe is an intelligent animal, draw a giraffe drinking at a stream or water hole. If the story makes you think that he is a stupid creature, draw a giraffe browsing on the leaves of a tall tree.



RHYMING

- A. Complete this poem by writing a word on each line provided. In each stanza the second line rhymes with the first, and the fourth line with the third.

This list of rhyming words may help you:

instead, dread, head; clue, renew, review; nears, clears, steers, dears;
cows, prowls, browse; lands, expands, stands; road, strode;
faint, quaint, constraint, taint; braves, caves, knaves, craves;
bends, friends, sends.

- B. Write a good title for this poem on the line above it. Perhaps the best title could also be used to complete the last line of the poem.

.....

Quite often, when I have climbed into my bed,
My favorite stories come into my
Interesting people, and animals too,
Parade through the gloom in exciting

Pirates and parrots and bold buccaneers,
Cowboys and broncos and galloping;
Proud full-rigged ships and fleet Arab dhows,
And long viking boats with their dragon-like

Highwaymen wearing their handkerchief masks,
Heroes performing impossible;
The outlaws of Sherwood and armor-clad knights,
And venturesome airmen on hazardous

The Argonauts seeking the Golden Fleece,
And all the great heroes of Ancient;
Caravans crossing the desert sands
Harried by swift-mounted Bedouin

Buffalo hunters on wide western prairies,
Unicorns, dragons, and delicate;
Prospectors seeking the rich mother lode,
And the soaring winged steed Bellerophon

Indian braves in full feather and paint,
Old Chinese mandarins, solemn and;
Jewelled sultanas and dusky-hued slaves,
And matineers' treasure in surf-guarded

I never feel lonely, though I may seem alone,
For these picturesque people are truly
The joy and the pleasure they bring never ends;
I can always rely on my

SNOWBALL

- A. Here are headings for some of the paragraphs of this story. Write the first two words of the proper paragraph after each heading.
1. An African dawn.
 2. We meet Snowball.
 3. Gorillas are really gentle animals.
 4. The size and appearance of full grown gorillas.
 5. Snowball gets into mischief.
 6. A moving town.
- B. Find a paragraph on page 400 which suggests that gorillas are not flesh-eating animals, but fruit and vegetable eaters. Write the first three words of the paragraph.
-
- C. On page 399 is the sentence *Good Mother Earth was completing her daily cycle, rolling our patch of African forest out from under the cover of night and into the smiling dawn.*
- There is a shorter sentence on the same page meaning almost the same as this. Write this shorter sentence.
-
-
- D. (Underline the best answer.)
- It seems probable from the story that the chief object of Mr. Johnson's expedition was
1. to shoot big game.
 2. to capture gorillas for the Central Park Zoo.
 3. to obtain motion-pictures of African animals.
 4. to travel forward with the moving highway town of Kabasha.
- E. Find sentences on the pages mentioned which give the ideas listed below. Write the first three words of each of these sentences.
1. (Page 399) It was clear and sunny as we travelled along the road.
 2. (Page 399) An hour later a party of blacks called to us.
 3. (Page 401) When gorillas stand upright their appearance is truly fearsome.
 4. (Page 403) After a while Snowball became quite content to live with the Johnsons.

F. On page 401 is a paragraph beginning *Most people think*. In this paragraph are words made from the words listed at the left below. Write the words on the lines. Write words made *in the same way* from the words listed at the right.

- | | | |
|-------------------|------------------------|---------------|
| 1. murder | <i>murderous</i> | courage |
| 2. brute | | comic |
| 3. fancy | | beauty |
| 4. strong | | long |
| 5. probable | | extreme |
| 6. create | | seize |
| 7. live | | come |

G. 1. Find sentences illustrated by the pictures on pages 402 and 403. Write these sentences.

(p. 402)

.....

(p. 403)

.....

.....

2. The picture on page 402 illustrates the paragraph on that page beginning *We came upon a gorilla family*. What else might the artist have shown in addition to the things he did show?

He might have shown

.....

.....

OSCAR'S ESCAPE

A. Number these statements to show the order in which the events occurred.

- (a) Oscar and the other seals became disgusted with the way in which people littered their pool with peanut shells and gum wrappers.
- (b) At feeding time Oscar bombarded the sightseers with fish.
- (c) By accident, Oscar became an inmate of the seven seals' pool.
- (d) Oscar escaped from the pool.
- (e) Mr. Zabriski lured the spectators away from the pool.
- (f) Oscar became very angry when a candy box hit him on the head.
- (g) Oscar read Mr. Zabriski's message, which was thrown to him in a bottle.
- (h) The seals splashed in the pool and drenched the onlookers.

B. Storytellers often make their stories really funny by telling of absolutely impossible things happening. What seems to you to be the most impossible thing to happen in this story?

.....

.....

C. Note the long and short vowels in these words.

Long: hate (hāt), seem (sēm), bite (bīt), home (hōm), use (ūz).

Short: hat (hăť), pen (pĕn), bit (bĭť), cot (kŏť), cut (kŭť).

Rewrite these words so as to show the pronunciation. Where necessary, divide them into syllables and put in accent marks.

- | | | |
|-------------------------|----------------------------|---------------------------------|
| 1. came (.....kām.....) | 9. spend (.....spĕnd.....) | 17. stately (.....stāt'li.....) |
| 2. flame (.....) | 10. nose (.....) | 18. stole (.....) |
| 3. chase (.....) | 11. comb (.....) | 19. fish (.....) |
| 4. box (.....) | 12. fate (.....) | 20. costume (.....) |
| 5. life (.....) | 13. explode (.....) | 21. tidy (.....) |
| 6. fox (.....) | 14. unable (.....) | 22. veal (.....) |
| 7. candy (.....) | 15. invent (.....) | 23. fuse (.....) |
| 8. finish (.....) | 16. romance (.....) | 24. excuse (.....) |

CHAPTER NINE — REVIEW

Here are the names of many of the queer animals mentioned in Chapter Nine. Write the name of one animal in front of each description. Learn to spell these names.

platypus, dinosaur, echidna, opossum, raccoon, kangaphant, hippopotamus, elephant, giraffe, gorilla, yak, seal.

1. The stands in a very awkward position when drinking, his front legs spread wide apart.
2. The has soft fur, a tail like a beaver's, and a beak like a duck's.
3. The does not really exist at all. The writer of the poem imagined an animal half and half
4. The was an egg-laying animal which lived long, long ago and often grew to an enormous size. It had a very small brain.
5. The is a shaggy, horned animal living in Tibet.
6. The is not given his full name in the play *Mr. Possum's Sick-spell*. His tail is marked in rings.
7. The, when very young, is carried about in his mother's pouch. When his hard, prickly spines grow, he must begin to live in the outside world.
8. The is a very large, clumsy animal with an enormous mouth and tusklike teeth.
9. The can be taught to do many smart tricks. The ones in the story thought that the manners of the people who came to see them were very bad.
10. The when full-grown, is very strong and fearsome-looking. The young one in the story became a real pet before being sent to a zoo.

TEST No. 3

I. At our annual Fall Fair there is always one very interesting competition open to boys and girls under fifteen. A prize is offered for the best collection of wild flowers. These flowers must be pressed and mounted on cards. Each specimen must be named. Last year my chum, Joan Baildon, and I entered the competition. We often went together into the woods and fields nearby to pick our flowers. We were very friendly rivals indeed. When all the collections were judged, Joan won the prize and the judges placed me second. I had really hoped to win first place, for I had a few more flowers than Joan had and mine were every bit as good as hers. I know, too, that they were all correctly named.

A. This selection is chiefly about:

- | | |
|-------------------------------|-------------------------------|
| 1. Our annual Fall Fair. | 3. Joan Baildon. |
| 2. My wild flower collection. | 4. A wild flower competition. |

B. *Rivals* are people who:

- | | |
|---------------------------------|----------------------------------|
| 1. Compete against one another. | 3. Collect wild flowers. |
| 2. Work together. | 4. Send exhibits to a Fall Fair. |

C. Joan and I are going to enter the competition again. This time I shall pay more attention to:

1. Getting a larger collection of flowers.
2. Making sure that my flowers are correctly named.
3. Arranging my collection in a neat, orderly fashion.
4. Picking good specimens.

D. Three of these things were required in the competition. One thing is not mentioned. Underline this one. The flowers had to be:

- | | |
|----------------------|---------------------|
| 1. Pressed. | 3. Good specimens. |
| 2. Mounted on cards. | 4. Correctly named. |

E. To what does the underlined word *they* refer?

F. Write two words from the story meaning *with the names written without any mistake*.

.....

II. Clocks and watches have been in use for many hundreds of years. Modern clocks and watches tell time very accurately indeed. But how did people tell the time before they were made? The Babylonians had sundials which told the time of day by means of shadows which moved on the face of the dial from sunrise to sunset. These sundials were of no use, of course, except when the sun was shining. Hour glasses measured time as a certain quantity of sand trickled through a small hole from one glass to another. Ancient Egyptian water clocks told time in a similar way as water dripped slowly through a tiny hole in the bottom of a jar. Marks on the side of the jar helped to indicate the passing of the hours. Marked candles which burned down from one ring to another in an hour provided another early method of measuring time. But the earliest way of telling time was, of course, by noting the position of the sun by day and certain stars by night.

A. This selection is chiefly about:

- | | |
|-------------------------------|---|
| 1. sundials. | 3. telling time by the sun and the stars. |
| 2. different kinds of clocks. | 4. different ways of measuring the passing of time. |

B. *Accurately* means:

- | | |
|-------------|---------------------|
| 1. easily. | 3. plainly. |
| 2. exactly. | 4. in a modern way. |

C. The water clock was a better instrument than the sundial because:

1. it required less attention to keep it working than the sundial did.
2. it was a later invention than the sundial.
3. it measured time both day and night.
4. it was more difficult to make.

D. One of the things listed below is not mentioned as being used to measure time:

- | | |
|------------|----------------|
| 1. sand | 3. water |
| 2. candles | 4. hour hands. |

E. The underlined word *they* refers to

.....

F. Write a group of four words from the story which indicate when sundials were of use in telling time. (There is a group of *five* words which also indicates this. Do not use this group of words.)

.....

.....

.....

.....

BOOKS I HAVE READ THIS YEAR

Title

Author

This book is about

.....

.....

Title

Author

This book is about

.....

.....

Title

Author

This book is about

.....

.....

Title

Author

This book is about

.....

.....

Title

Author

This book is about

.....

.....

BOOKS I HAVE READ THIS YEAR

Title

Author

This book is about

.....

.....

Title

Author

This book is about

.....

.....

MY SCORE ON THE THREE TESTS

Test	Date	Highest Score in Class	My Score
1			
2			
3			

Score	Test No. 1	Test No. 2	Test No. 3
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

First write the scores in the left-hand frame. Then place a little (x) on the proper test line in the right-hand frame opposite the score you have made. As you do the second and third tests, draw a line to join the crosses. Try to make this line climb to the top and stay there.

FEB 17 '60

~~FEB 1 9-30 AM~~

~~FEB 27 9-30 AM~~

~~MAR 1 9-30 AM~~

MAR 14 9-30 AM

~~DEC 21 1959~~

MAR 4 '60

FEB 17 '60

FEB 1 9 30 AM

FEB 27 9-30 AM

~~14-1 9-80~~

MAR 14 9-30 AM

DEC 21 1981

WBSR 4 '64

PE 1121 D55 V-5 WKBK-
DICKIE D J 1883-1972
CANADIAN PARADE READERS

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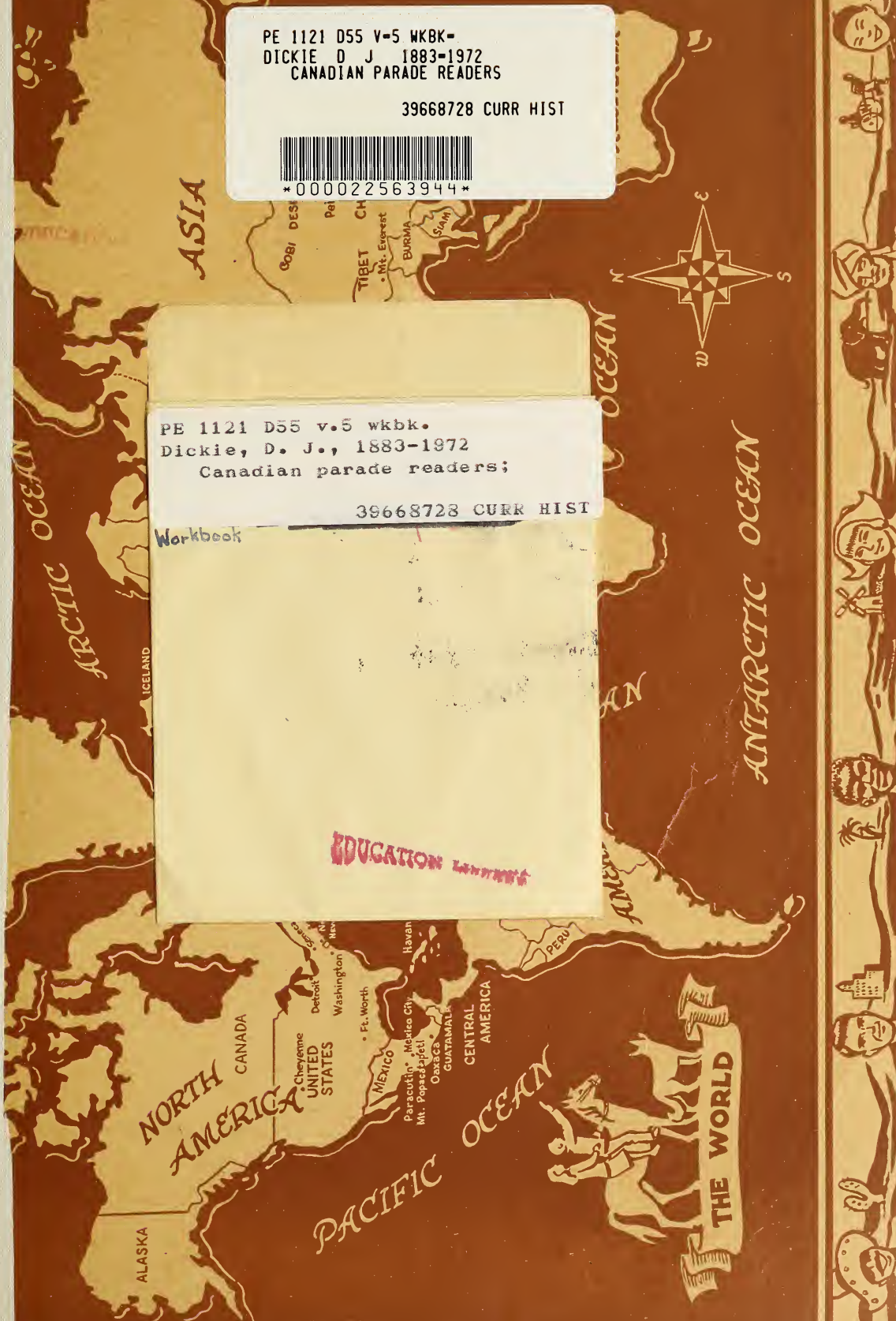
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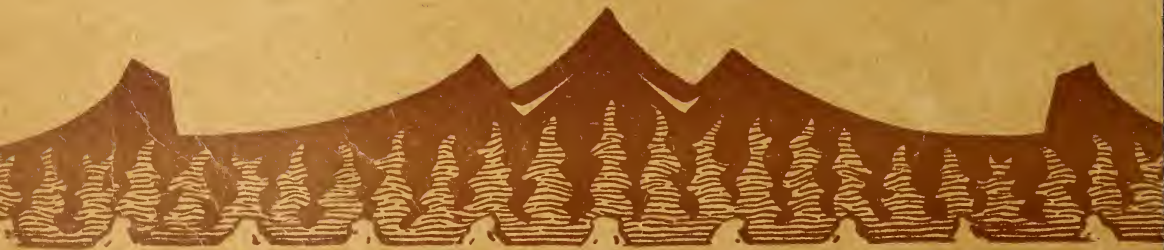
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